DOCUMENT RESUME

ED 371 251 CG 025 383

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|---|---|
| TITLE | The Comprehensive Counseling Program for Alaska Public Schools. A Guide for Program Development: K-12th Grade. |
| INSTITUTION | Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education. |
| SPONS AGENCY | Department of Education, Washington, DC. |
| PUB DATE | 2 May 89 |
| NOTE | 147p. |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01/PC06 Plus Postage. |
| DESCRIPTORS | Counseling; *Counseling Services; Elementary Education; Elementary Secondary Education; High Schools; Junior High Schools; Middle Schools; *Program Descriptions; *Program Development; Program Guides; *Public Schools; *School Counseling |
| IDENTIFIERS | *Alaska |

ABSTRACT

The wide range of settings for counseling, from large urban schools to remote bush communities, as well as the many multicultural issues found in Alaska, when combined with the changing American society led to the development of this state-wide counseling and guidance plan. The goal of this plan is to provide comprehensive and systematic counseling programs that are on-going, especially at the elementary level. The program guide describes in detail the needs to be met and the services to be provided through the Alaska School Counseling Program. The program definition states the needs as: (1) acquire and apply knowledge of self and others; (2) develop competencies in career/life planning; and (3) achieve educational success. The program definition also lists four areas of core services: (1) personal and career development curriculum; (2) individual student planning; (3) responsive services; and (4) systems support. The manual provides a detailed step-by-step description of the counseling program, focusing on both support components, e.g., budget and facilities, and program components, e.g., personal curriculum and student planning. The chapters are divided into an overview, components, implementation, scope and sequence, needs assessment, roles and responsibilities, program evaluation, and appendices. (KM)

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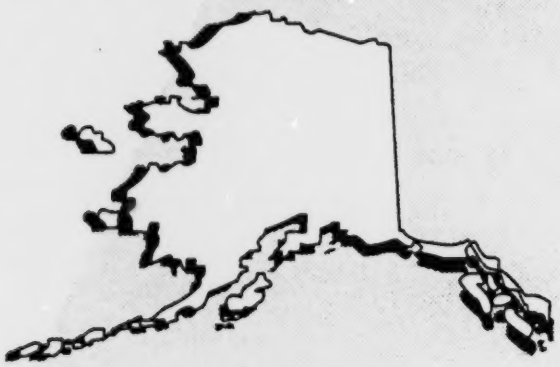
# THE COMPREHENSIVE COUNSELING PROGRAM FOR ALASKA PUBLIC SCHOOLS



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# *A GUIDE FOR PROGRAM DEVELOPMENT K-12TH GRADE*

ALASKA DEPARTMENT OF EDUCATION,
OFFICE OF ADULT AND VOCATIONAL EDUCATION
P.O. BOX F
JUNEAU, ALASKA 99811

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This guide was developed by a statewide task force of school counselors and administrators of education. Alaska State Board of Education endorsed this document as the State Guide for Alaska School Counseling Programs at their regular meeting, May 2, 1989.

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This publication was released by the Alaska Department of Education and was printed in Juneau, Alaska. It is funded entirely by a grant from federal government, Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

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| **Drew Alexander** | Impromtu and articulate testimony before the 1991 Alaska State Legislature |
| **Wanda Cooksey** | Tireless and persistent support for expanding the Alaska School Counseling Program |
| **Karen Ryals** | Critical eye and concrete suggestions for strengthening this Guide; creative problem solving for expanding the Program; and organizational skills for making sure the Alaska School Counseling Program is a quality program. |

## Project Coordination

We give special thanks to Dr. Christine Jensen, Alaska Department of Education, Counseling Coordinator, for her unyielding dedication toward the revision of this manual and consistent direction of the Alaska School Counseling Program. Thanks and recognition go to the following people from the South East Regional Resource Center who reviewed and edited drafts, and contributed to the final production of this manual:

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Funds for this project were provided through the Carl D. Perkins Vocational Education Act of 1984, administered through the Department of Education, Office of Adult and Vocational Education, Karen Ryals, Administrator and coordinated by South East Regional Resource Center and the Department of Education, Office of Basic Education, Darby Anderson, Administrator.

# ACKNOWLEDGEMENTS


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Special acknowledgement is expressed to our consultant, Dr. Norman Gysbers, University of Missouri, Columbia, Missouri, for sharing his expertise in the field of developmental school guidance and counseling. We would also like to thank the Missouri Department of Elementary and Secondary Education, especially Mr. Marion Starr, Assistant Director, Guidance and Vocational Special Needs, for sharing the Missouri Model and providing our Project Coordination with long-distant technical assistance during the initial start up phase of this project. We also recognize the leadership of Dr. Patricia Henderson, San Antonio's Northside Independent School District, and the Texas Education Agency for providing additional field testing and refinement of this counseling program model. Alaska school counselors will be forever indebted to Jamie Buckner for her leadership during the initial phase of this project.

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A school counseling program touches all students, parents and prospective employers. The school counselor plays a critical role in ensuring all students graduate and possess competencies to become high quality workers in their chosen fields, active members in our democratic society and nurturing parents of the next generation.

In our vision of guidance and counseling, school counselors function as proactive partners in the educational reform movement. Counselors are strategically positioned to help students overcome disabling educational, personal, and social problems and to equip them with skills to meet the challenges of a rapidly changing world. During individual planning sessions with students and parents, counselors emphasize the importance of rigorous academic and vocational preparation. Through the guidance curriculum described in this guide, counselors reach all students and help them to acquire essential skills for succeeding in school, work and life.

The Alaska School Counseling Program is designed as a model to be tailored to meet the varying needs of students in a wide array of school districts. It is not intended to be mandatory; its use is as a map to guide school districts in strengthening existing programs and creating new ones where none exists. The program is organized in such a way as to promote effective and efficient use of resources and to provide accountability. Further, it emphasizes the need for staff development so counselors, administrators, and other staff members continually improve delivery of services that impact student performance.

The Alaska School Counseling Program is consistent with our state's most basic beliefs about academic excellence, parental involvement, respect for cultural diversity, and pride in self and work. My own background in guidance and counseling tells me this is a model for a high quality program. Implementing this comprehensive approach will have positive and lasting benefits for our Alaskan children.

Jerry Covey
Commissioner



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# ALASKA SCHOOL COUNSELING PROGRAM GUIDE

## TABLE OF CONTENTS


page

**Section I: Overview**

**Program Definition** ..... 1
**Introduction** ..... 3
**Benefits of the School Counseling Program** ..... 7

**Section II: Components**

**Structural Components** ..... 11
Program Definition and Philosophy ..... 11
Advisory Council ..... 11
Budget ..... 11
Counseling Program Facilities ..... 11
Counseling Resources ..... 12
Staffing Patterns ..... 13
**Four Program Components of a Comprehensive School Counseling Program** ... 15
**Program Components** ..... 17
Personal and Career Development Curriculum ..... 17
Individual Student Planning ..... 18
Responsive Services ..... 18
System Support ..... 19
Time Distribution ..... 20
**Time Distribution Form: Elementary Level** ..... 21
**Time Distribution Form: Middle School/Jr. High Level** ..... 23
**Time Distribution Form: High School Level** ..... 25

**Section III: Implementation**

**Implementation** ..... 27
Getting Organized ..... 27
Local Implementation Schedule Checklist ..... 28
Implementation Schedule Description ..... 28
Involving Administrators ..... 35
Involving Teachers ..... 35
Planning ..... 36
Implementation ..... 36
Methods for Teacher Involvement ..... 36
Making the Transition: Some Closing Thoughts ..... 36
Making the Commitment ..... 40

**Section IV: Scope and Sequence**

**Scope of Curriculum** ..... 43
**Curriculum Sequence by Goal** ..... 45
**Curriculum Sequence by Grade (K-12)** ..... 61

**Section V: Needs Assessment**
**Basic Guidelines for Using the Alaska School Counseling Survey** ..... 75
Sample K-2 Student Needs Assessment Survey ..... 77
Sample Elementary Needs Assessment Survey ..... 79
Sample Middle School Needs Assessment Survey ..... 83
Sample High School Needs Assessment Survey ..... 89
Sample Parent/Teacher Needs Assessment Survey ..... 95

**Section VI: Roles and Responsibilities**
**Roles and Responsibilities** ..... 99
Counselors' Orientation ..... 99
Counselors' Background and Training ..... 99
Counselors' Professional Relationships ..... 100
Counselors' Roles ..... 100
Counselors' Competencies ..... 102
**Sample Job Descriptions** ..... 105
Elementary School Counselor ..... 105
Middle School Counselor ..... 107
High School Counselor ..... 111
K-12 School Counselor ..... 115

**Section VII: Program Evaluation**
**Guidelines for Evaluating the Comprehensive Counseling Program** ..... 117
Rationale and Purpose ..... 117
Basis of the Evaluation ..... 118
Questions to be Answered Through Evaluation ..... 118
Audiences and Uses for the Evaluation ..... 121
Conclusion ..... 122
**Counselor Performance Evaluation Form** ..... 123
**Sample Program Evaluation Self-Study** ..... 125
**Documentation File** ..... 135

**Section VIII: Appendices**
**Position Statement: Multicultural Counseling** ..... 139
**Guidance Activity Outline** ..... 141
**Time and Task Chart: 15 Minutes** ..... 143
**Time and Task Chart: 30 Minutes** ..... 149
**Gantt Chart for Annual Plan** ..... 153
**Sample Monthly Chart** ..... 155
**Bibliography** ..... 157

# ALASKA SCHOOL COUNSELING PROGRAM DEFINITION

School counseling is an integral part of the total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. A school counseling program shall deliver services in four areas:

1. **Personal and Career Development Curriculum**
2. **Individual Student Planning**
3. **Responsive Services**
4. **System Support**

The program addresses the needs of all students by helping them to:

- **Acquire and apply knowledge of self and others.**
- **Develop competencies in career/life planning.**
- **Achieve educational success.**

# Introduction

School counselors in Alaska deal with diversity of system and service in delivering counseling and guidance. The delivery may take place in a large urban counseling center or in a corner of a library in a rural setting. Itinerant counselors fly to Bush communities in every kind of inclement weather. Other counselors travel to their assigned villages on snowmachines in equally harsh environs. In many settings, counselors have half-time counseling and teaching assignments. Wherever Alaskan school counselors serve, they try to meet the needs of all students, and to address special needs students, particularly the "At Risk" population. Counselor attention to the many multicultural issues in our state demands sensitivity and concern.

To further emphasize the diverse needs of Alaskan young people, it is important to note that American society is changing and the changes continue to accelerate. The expectation of life long learning, the need to prepare for the world of work, single parent families, blended families, teenage suicide, substance abuse, sexual experimentation, peer and family pressure, and cultural differences are not abstract issues. They are real and have substantial impact on students and their personal, social, career, and educational development.

Various Alaskan groups have assembled to address these concerns for our young people. One major task of the *Governor's Interim Commission on Children and Youth* was to suggest that Alaskan children and youth must overcome barriers to their economic self sufficiency. The following statement from the report speaks with a sense of urgency:

> *We must invest our limited human and financial resources to prevent problems as well as treat them once they arrive——prevention is cost effective and the only real alternative to band-aid approaches that are not working.*

One of the major recommendations of the *Governor's Interim Commission on Children and Youth* was to initiate and expand School Counseling Programs K-12, especially at the elementary level. The *Hensley's Suicide Committee* report stated that: "Although not part of the formal system intended by law to address suicide issues, the schools of the state have become engaged by the problem." The committee pointed out that "these schools are an appropriate focal point for direct efforts to prevent suicide." Currently the Alaskan Native suicide rate is the highest in our nation.

The Alaska State Board of Education has recently conducted a wide-ranging survey on student outcomes for public education. The focus will be on what our schools should teach and what our students should learn. Many of those outcomes are in areas in which counseling programs focus on a daily basis. Examples include communication skills, employability skills and academic performance.

These groups have acknowledged that school counseling programs play an important role in not only the solution but also in prevention. Across the nation, school counselors are responding to these expectations by changing traditional counselor centered services to student centered programs. Our state is no exception. Changing to the concept of a comprehensive program demands a model that encourages a redirection of school counseling programs.

Development of this comprehensive K-12 program guide was sponsored by the Department of Education, Office of Adult and Vocational Education. A Task Force composed of school counselors and administrators developed the *Alaska School Counseling Program Guide*. The purpose of the program is to focus and revitalize school counseling in Alaska and to be more responsive to the challenges that children, young people and parents face today and into the future.

The philosophy statement from the *Alaska School Counseling Program Guide* best states the change in direction of the program.

> *Counseling in the school setting has evolved through recognition that individuals living in a dynamic, complex society benefit most from the broad range of learning experiences. Such experiences prepare them to lead productive lives characterized by feelings of self worth. Individual acquisition of knowledge and skills has been and will continue to be a major goal of public education. In addition, parallel efforts to assist students to grow socially and emotionally as well as intellectually and physically are essential. Guidance processes are designed to assist individuals with total development on a K-12 basis. The school counseling program is preventive rather than remedial in nature. It complements the core instructional offerings and involves a cooperative effort among counselors, administrators and classroom teachers.*

To insure the implementation of this philosophy statement, school districts must grapple with the following issues in the present counseling structure:

1. Lack of school counseling program efforts that reach 100% of the student population.
2. Lack of a programmatic approach to school counseling.
3. Lack of accountability.
4. Overabundance of non-counseling tasks that lead to counselor ineffectiveness.
5. Lack of a curriculum to address student needs.

The primary purpose of the *Alaska School Counseling Program Guide* is to help districts deal directly with the above issues as they develop, implement and evaluate comprehensive and

systematic programs. Such programs must become so well-established that even when there is turnover of counseling staff, the program itself will be on-going.

As our country struggles with the impact of economic development that is global in nature, it is important to note the significance of promoting skills and knowledge that will assist our young people in the work place. The social dynamics that face our students are ultimately tied to their future economic well being. *The National Task Force on Education For Economic Growth* summed it up with this statement:

> *If the first purpose of our schools is to create good citizens, the second purpose is to create productive people, capable of living in peace and able to enjoy the fruits of their labors.*

There is a general belief that our public schools are at a critical point and some priorities must change. Comprehensive programs in counseling and guidance are vital if excellence in education is to be achieved.

# Benefits of the School Counseling Program

## Benefits for Students

1. Improves academic performance and success in school.
2. Promotes knowledge for career exploration and development.
3. Develops decision-making and problem-solving skills.
4. Assists in acquiring knowledge of self and relating effectively to others.
5. Broadens knowledge of our changing world.
6. Increases opportunities for counselor/student interaction.

## Benefits for Parents

1. Provides support for parents regarding their child's educational development.
2. Develops a system for a child's long-range planning.
3. Increases opportunities for parent/school interaction.
4. Enables parents to obtain resources when needed.

## Benefits for Teachers

1. Encourages positive, supportive workin reationships.
2. Provides an interdisciplinary team effort to address educational goals.
3. Enhances the role of the counselor as a resource person.

## Benefits for Administrators

1. Provides program structure with specific content.
2. Provides a means of evaluating counseling program efforts.
3. Enhances the image of the counseling program in the community.

## Benefits for Local Boards of Education

1. Provides an assurance that a quality counseling program is available to all students.
2. Provides program information to the community.

3. Provides a basis for determining funding allocations.
4. Provides ongoing data relative to the attainment of student competencies through counseling program efforts.

## Benefits for Business, Industry and Labor

1. Provides a potential work force with decision-making skills, pre-employment skills and increased worker maturity.
2. Provides increased opportunity for collaboration among counselors and business, industry and labor communities.
3. Enhances the role of the counselor as a resource person.
4. Increases opportunities for business, industry and labor to participate actively in the total school program.

## Benefits for Counseling Personnel

1. Provides a clearly defined role and function.
2. Increases effectiveness and efficiency in performing counseling functions.
3. Offers opportunity to reach all students.
4. Provides a tool for program management.
5. Outlines clearly defined responsibilities for specific student competencies.
6. Promotes participation on interdisciplinary curriculum teams.
7. Links schools to community resources for cost effective provision of specialized services.

## STRUCTURAL AND PROGRAM COMPONENTS

The state plan for school counseling programs has two major parts with ten components:

**Structural Components:**

- Program Definition and Philosophy
- Advisory Council
- Budget
- Counseling Program Facilities
- Counseling Resources
- Staffing Patterns

**Program Components:**

- Personal and Career Development Curriculum
- Individual Student Planning
- Responsive Services
- System Support

# Structural Components

## Program Definition and Philosophy

Local school districts are encouraged to develop their own definition of a comprehensive counseling program, using the state definition as a guide.

## Advisory Council

An advisory council provides support, offers advice, reviews present activities and encourages new activities to meet the goals of the comprehensive counseling program. Advisory councils may include school staff, parents, school board, village elders, students, and business and community leaders representing K-12. It may be organized at the district or individual building level. Responsibilities of an advisory council may be assumed by or organized within an existing group such as:

1. School or district-wide advisory council
2. School or district-wide vocational advisory council
3. Counseling program advisory council
4. Combination of the above

## Budget

An adequate counseling budget shall be established to reflect program needs. The counseling staff shall be included in budget planning. Counselors should provide information regarding funds needed for:

Supplies, materials, e.g., AKCIS
Equipment, e.g., computers
Media, e.g., films, videos

Counselors' professional commitment includes maintaining current knowledge of funding sources at local, state and Federal levels. Some sources for funding include: Chapter I and Chapter II Grants, Carl Perkins Grants, Regional Native Corporations, and Job Training Partnership Act (JTPA).

## Counseling Program Facilities

A counseling center should be established in each school to implement a comprehensive counseling program. The counseling center needs to be large enough to adequately house

personnel, resources and equipment. The center should also be accessible to all students including those with handicaps. The minimum requirements for a counseling center are:

1. A well organized and displayed collection of counseling and guidance resource materials and equipment.
2. A private workspace, properly equipped, soundproofed, and appropriately located.
3. An adequate space for individual, small and large group use.
4. An adequate and secure storage space.

## Counseling Resources

Counseling program resources should be available for each of the four program components: Personal and Career Development Curriculum, Individual Student Planning, Responsive Services, and System Support. Assessing resources requires a systematic and thorough review of the current counseling program. The following resources and activities are essential to the implementation of a counseling program.

Equipment/Materials

Inventory school equipment and materials that may be used in the counseling program. Staff members should indicate any new equipment and materials that may be needed to add to the school district's next annual budget. An example would be the *Alaska Career Information System,* computers, and video playback equipment.

Library/Media Resources

Work with librarians to establish career, vocational and guidance centers within the state and local libraries.

Staff Expertise

Identify the special skills of staff members that may be helpful in carrying out counseling program activities.

Community Resources

Identify state and local resources that can provide support to the counseling program, such as mental health agencies, community service clubs, regional and local Native corporations, elder councils, ethnic societies (e.g. Filipino Community of Anchorage, Japan Society of Anchorage, Korean Community of Anchorage, Hispanic Community of Anchorage and Fairbanks), local businesses, Job Services, Chamber of Commerce, labor unions, and other community resources.

## Staffing Patterns

An organizational chart for district counseling personnel identifies and shows the relationships among:

1. School counselors (full-time, part-time, itinerant)
2. Clerical staff
3. Administrative personnel
4. Paraprofessional aids supervised by certified counselors
5. Other support personnel

School counselors shall have State of Alaska Certification with appropriate endorsement and a Master's Degree in Counseling and Guidance.

School counselors at both elementary and secondary schools need appropriate student/counselor ratios to be effective.

> *It is the position of the American School Counselors Association that the counselor/student ratio be determined by considering the major factor of student growth and development. It is recommended that school districts implement the goals and objectives of a comprehensive and developmental guidance program for students of all levels - kindergarten through twelfth grade. While published reports such as "High School" by Ernest Boyer recommend an ideal counselor/student ratio of 1 to 100, ASCA is aware that each school district is unique; what may be an ideal caseload in one school district may be untenable in others. ASCA maintains that implementation of a comprehensive guidance and counseling program meeting the developmental needs of students be the primary determinant with the ratio being 1 to 300 or less.*
>
> Adopted in 1988 by the Alaska School Counselors Association.

In buildings and districts with more than one counselor, a head counselor or director should be identified. This ensures that program planning, coordination, implementation, and evaluation take place in a timely and effective manner. For these individuals to organize and manage the counseling program, consideration should be given to reducing their student caseload.

## Four Program Components of a Comprehensive School Counseling Program

| **Personal and Career Development Curriculum**<br>Provides guidance content in a systematic way to all students. | **Responsive Services**<br>Addresses the immediate concerns of students. | **Individual Planning**<br>Assists students in monitoring and understanding their development. | **System Support**<br>Includes program and staff support activities and services. |
|---|---|---|---|
| **Purpose:**<br>Awareness, skill development and application of skills needed in everyday life.<br><br>**Areas Addressed:**<br>•Acquire and apply knowledge of self and others<br>•Develop competencies in career/life planning<br>•Achieve educational success | **Purpose:**<br>Prevention, Intervention<br><br>**Areas Addressed:**<br>•Academic concerns<br>•School-related concerns<br>•tardiness<br>•absences & truancy<br>•misbehavior<br>•school-avoidance<br>•drop-out prevention<br>•Relationship concerns<br>•Physical/sexual/emotional abuse<br>•Grief/loss death<br>•Substance abuse<br>•Family issues<br>•Sexuality issues<br>•Coping with Stress | **Purpose:**<br>Student Planning and Goal Setting<br><br>**Areas Addressed:**<br>•EDUCATIONAL<br>•Acquisition of study skills<br>•Awareness of educational opportunities<br>•Appropriate course selection<br>•Lifelong learning<br>•Utilization of test scores<br>•CAREER<br>•Knowledge of career opportunities<br>•Knowledge of vocational training<br>•Need for positive work habits<br>•PERSONAL-SOCIAL<br>•Development of healthy self-concepts<br>•Development of adaptive and adjustive social behavior | **Purpose:**<br>Program Delivery and Support<br><br>**Areas Addressed:**<br>•Guidance program development<br>•Parent education<br>•Teacher/administrator consultation<br>•Staff development for educators<br>•School improvement planning<br>•Counselor's professional development<br>•Research and publishing<br>•Community outreach<br>•Public Relations |
| **Counselor Role**<br>Guidance<br>Consultation<br>Program implementation and facilitation | **Counselor Role**<br>Counseling<br>Consultation<br>Coordination<br>Referral | **Counselor Role**<br>Guidance<br>Consultation<br>Assessment | **Counselor Role**<br>Program Management<br>Consultation |

# Program Components

## Personal and Career Development Curriculum

The Personal and Career Development Curriculum consists of structured developmental experiences presented systematically through classroom and group activities for all students in grades K-12. The purpose of this curriculum is to provide students with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. The curriculum is organized around three major areas:

1. Acquire and apply knowledge of self and others.
2. Developing competencies in career/life planning.
3. Achieving educational success.

The counselors' responsibilities include organization, implementation and coordination of the curriculum. Student success depends upon the cooperation and support of the entire faculty and staff.

The Personal and Career Development Curriculum is delivered through such strategies as:

Classroom Activities

Counselors team teach or assist in teaching learning activities or units in classrooms. This is not limited to one or two subjects but may include all areas in the total school curriculum. These activities may be conducted in the classroom, Counseling Center or other school facilities. Some examples include:

Second Step
Here's Looking At You 2000
Skills For Adolescence
Equity Awareness
Self and Cross Cultural Understanding
Skills For Success (Cultural Learning Styles & Cross Cultural Communications)

Group Activities

Counselors conduct groups outside the classroom to respond to student identified interests and needs. Counselors plan and lead structured activities to increase the skills and knowledge of students. Some examples include:

Alaska Career Information System
Life Skills For Little People
Natural Helpers
PUMSY (Positive Thinking Skills for Elementary School Children)

Interdisciplinary Curriculum Development
Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. They assist teachers in the delivery of classroom units that lead to acquisition of affective, social and employability skills for all students in developmentally appropriate ways.

## Individual Student Planning

Individual Student Planning consists of activities that help all students and parents plan, monitor and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational and personal goals and plans. These activities may be delivered on an individual or group basis under the supervision and direction of the counselor.

Individual Student Planning is implemented through such strategies as:

Individual Appraisal
Counselors assist students in using self-appraisal information that is available. Together they analyze and evaluate students' abilities, interests, skills and achievement. The use of test information and data becomes a basis for developing immediate and long-range plans for students.

Individual Advisement
Involvement of students, parents and school in planning a program that meets individual needs of students is a critical part of individual advisement. The high school planner and seminars for parents as career advisors are two examples of how counselors meet this responsibility. Counselors work directly with students to enhance personal-social growth and develop skills in setting and achieving career and educational goals.

Placement
Counselors assist students in the transitions that students face when they change from one educational program to another, from one school to another or from school to work.

## Responsive Services

Responsive Services consist of activities to meet immediate needs and concerns of students through counseling, consultation, referral, or information. This component is available to all students and is initiated by students (self referral), teachers, parents, or others. While counselors have special training and skills to respond to these needs and concerns, cooperation and support of the entire faculty and staff are necessary for successful implementation of this component. Responsive services are delivered through these strategies:

Consultation
Counselors consult with or train parents, teachers, other educators, and community agencies regarding strategies to help students. They serve as student advocates representing the developmental needs of students.

Personal Counseling
Counseling is provided on a small group or individual basis for students expressing difficulties dealing with relationships, personal, educational or career planning concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives and possible consequences so that appropriate action can be taken.

Crisis Counseling
Counseling and support are provided to students and their families facing an emergency situation. Such counseling is normally short-term in nature. When necessary, appropriate referral sources are used.

Referral
Counselors refer students and their parents to community agencies to deal with long-term problems that may include suicide, violence, emotional abuse, physical and sexual abuse, neglect, substance abuse, teen pregnancy, and divorce. To assure support, counselors maintain ongoing communication with involved agencies and referred students.

## System Support

System Support consists of activities that maintain and enhance the total educational program. This component is implemented and carried out through:

Professional Development
Counselors need to regularly update their professional knowledge and skills. This may involve participating or delivering inservice training, attending professional meetings, completing postgraduate course work, and contributing to the professional literature.

Staff and Community Relations
Counselors orient staff and the community to the comprehensive counseling program through such means as newsletters, local media, and school and community presentations.

Consultation with Teachers
Counselors consult with teachers and other staff members regularly to provide information and support to staff and to receive feedback on emerging needs of students.

Parent Outreach
Counselors provide ongoing support and information for parents regarding their childrens' personal-social, educational and career development.

District Committees
Counselors serve on departmental curriculum committees and advisory boards to generate school-wide and district support.

Community Outreach
Activities are designed to help counselors become knowledgeable about community resources, local culture, employment opportunities, and local labor market information. Counselors serving on community committees generate community support.

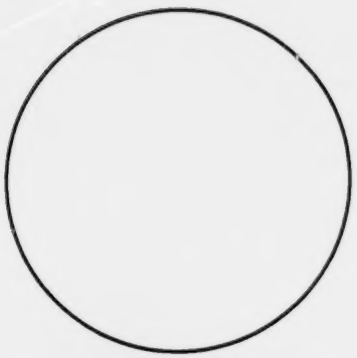
Program Management
Planning and management tasks support activities conducted in a comprehensive counseling program. This includes updating curriculum, planning the calendar, and gathering information.

Research and Development
Counseling program evaluation, data analysis and follow-up studies support research, and development for program improvement.

## Time Distribution

In a comprehensive approach to school counseling time must be allocated to each of the four program components. Following are recommended ranges for each level: elementary, middle school/jr. high and high school. The appendix contains time and task logs for collecting data on current district percentages.

# TIME DISTRIBUTION FORM
# ELEMENTARY LEVEL



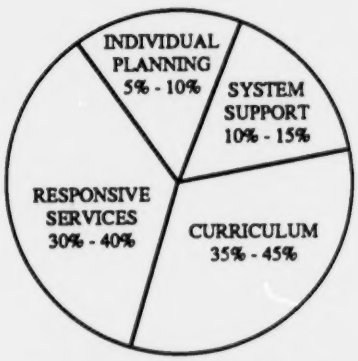
Current District Program Percentages

**Current District Program Percentages**

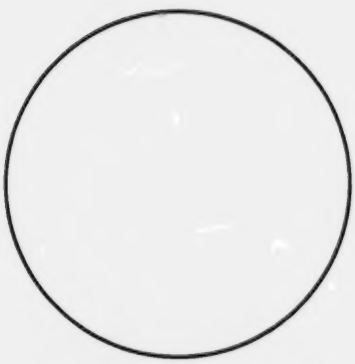
___ personal & career development
___ curriculum
___ individual planning
___ responsive service
___ system support
___ non-counseling

**Suggested Percentages**

35%-45% personal & career development
curriculum
5% -10% individual planning
30%-40% responsive services
10%-15% system support
0% non-counseling




**Suggested Percentages**

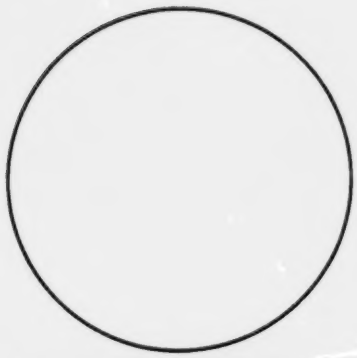


Desired District Program Percentages

**Desired District Program Percentages**

___ personal & career development
___ curriculum
___ individual planning
___ responsive service
___ system support
___ non-counseling

# TIME DISTRIBUTION FORM
# MIDDLE SCHOOL/JR. HIGH LEVEL



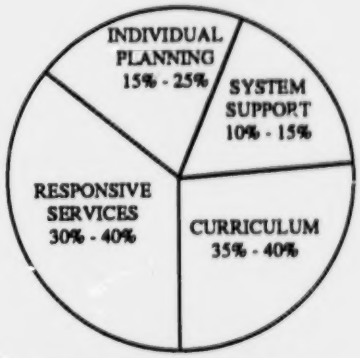
Current District Program Percentages

**Current District Program Percentages**

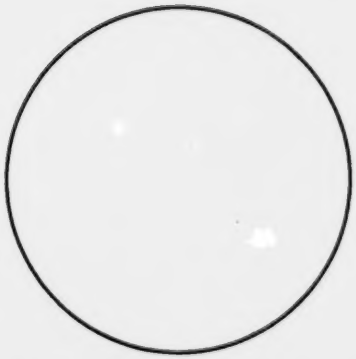
___ personal & career developmental curriculum
___ individual planning
___ responsive service
___ system support
___ non-counseling

**Suggested Percentages**

35%-40% personal & career development curriculum
15%-25% individual planning
30%-40% responsive services
10%-15% system support
0% non-counseling




**Suggested Percentages**

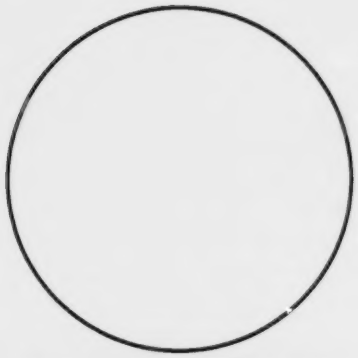


Desired District Program Percentages

**Desired District Program Percentages**

___ personal & career development curriculum
___ individual planning
___ responsive service
___ system support
___ non-counseling

# TIME DISTRIBUTION FORM
# HIGH SCHOOL LEVEL



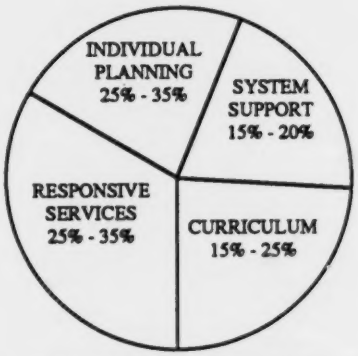
Current District Program Percentages

**Current District Program Percentages**

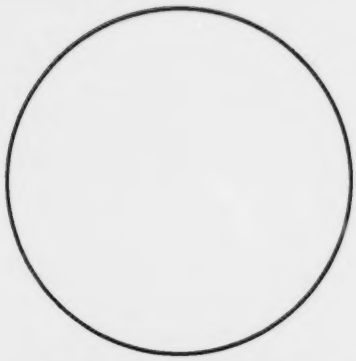
___ personal & career development
___ curriculum
___ individual planning
___ responsive service
___ system support
___ non-counseling

**Suggested Percentages**

15%-25% personal & career development
curriculum
25%-35% individual planning
25%-35% responsive services
15%-20% system support
0% non-counseling




**Suggested Percentages**



Desired District Program Percentages

**Desired District Program Percentages**

___ personal & career development
___ curriculum
___ individual planning
___ responsive service
___ system support
___ non-guidance/counseling

# Implementation

Ten major steps are required for implementing a comprehensive school counseling program. Initial planning and effort are essential. Developing a comprehensive approach can revitalize the current program and make it more meaningful and responsive to changing student, school and community needs. The steps outlined in this section enable counselors to make the transition from their current program to a more comprehensive and up-to-date program.

## Getting Organized

While the responsibility for making school counseling programs work rests with the entire school district, ultimately school counselors must take a strong leadership role. Successful pilot sites have indicated that it is absolutely imperative to have full and active support and involvement from the building principal in every step of the implementation process.

The challenge that counselors face is how to make the transition from the current program to that of a comprehensive program. The organizational plan now in use should continue while counselors and administrators plan and initiate new concepts and activities as suggested in this *Guide*. As the implementation process gets under way, there are a number of points to keep in mind.

1. **Understand the necessary conditions for change in the school district or building.**

2. **Expect some resistance to change.**

3. **Appreciate the challenges involved.**

This section provides guidance for making the transition:

- A checklist of specific tasks for converting to a comprehensive program;
- A brief description of each task;
- Tips for involving administrators and teachers; and
- A summary of how to make a commitment to the *Alaska School Counseling Program*.

## Local Implementation Schedule Checklist

There are ten steps that a district needs to follow in order to implement the *Alaska School Counseling Program*. The checklist is intended to be a guide, not a rigid or totally sequential pattern. Many of these ten steps will overlap each other to some extent or take place concurrently.

1. Write program definition and philosophy based on the *Alaska School Counseling Program.*

2. Meet with administration and local Board of Education to gain support to implement the requirements of the *Alaska School Counseling Program.* Update administration and local Board on program progress.

3. Develop a master calendar for each month of the school year, categorizing activities under the appropriate components. Update master calendar as needed.

4. Select and meet with the Advisory Council.

5. Complete the Counselor Activity Log Time and Task Analysis process. (Sample in Appendix)

6. Complete the needs assessment process for students, teachers and parents. Review results with administration.

7. Identify student competencies that address the need areas ranked highest on a student needs survey.

8. Select appropriate learning activities to meet local district and community needs.

9. Implement sequential Personal and Career Development Curriculum for each grade level or grade level grouping.

10. Evaluate the counseling program based on student competency attainment, personnel performance-based evaluation and the achievement of program standards.

## Implementation Schedule Description

The purpose of this section is to provide a sequential plan of action to implement the *Alaska School Counseling Program* which is a K-12 developmental model. A detailed discussion accompanies each of the ten steps.

1. **Write program definition and philosophy based on the *Alaska School Counseling Program.***

The definition describes the focus of the program while the philosophy presents the program's underlying meaning and beliefs. An example definition and philosophy follows:

Example Program Definition

School counseling is an integral part of the total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. The *Alaska School Counseling Program* includes:

1. Personal and Career Development Curriculum
2. Individual Student Planning
3. Responsive Services
4. System Support

The program addresses the needs of all students by helping them to:

- Acquire and apply knowledge of self and others.
- Develop competencies in career/life planning.
- Achieve educational success.

Example Philosophy Statement

Counseling in the school setting has evolved through recognition that individuals living in a dynamic, complex society benefit most from a broad range of learning experiences. Such experiences prepare them to lead productive lives characterized by feelings of self worth. Individual acquisition of knowledge and skills has been and will continue to be a major goal of public education. In addition, parallel efforts to assist students to grow socially and emotionally as well as intellectually and physically are essential. Guidance processes are designed to assist individuals with total development on a K-12 basis. The school counseling program is preventive rather than remedial in nature. It complements the core instructional offerings and involves a cooperative effort among counselors, administrators and classroom teachers.

2. **Meet with the Superintendent, other administrators and Board of Education to gain support to requirements of the *Alaska School Counseling Program.***

Explain the requirements of the *Alaska School Counseling Program*. Obtain necessary Board assurances. An example of Board of Education assurances follows on page 30.

**Board of Education Assurances**

By adopting the *Alaska School Counseling Program*, the Board of Education commits itself to support the program goals and purposes. The Board shall:

- Provide time to district staff to develop, implement and manage a quality, comprehensive counseling program.
- Receive periodic reports from the administration and the Advisory Council.
- Take action on decisions needed to ensure continued program development and progress.
- Use program evaluation findings to make funding decisions.
- Direct the staff with assistance of the Advisory Council to publicize the program to the community.
- Provide adequate funding to assure continued program development, implementation and management.

Share the following Alaska State Board of Education resolution on Guidance and Counseling with the local Board of Education.

> The Alaska State School Board encourages local school boards to support comprehensive guidance and counseling programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. The Alaska State School Board also urges local boards, state educational agencies and federal government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models and research which examines the effectiveness of such programs.
>
> *Adopted May 2, 1989*
> *(First adopted by the NSBA Delegate Assembly April 4, 5 and 7, 1986)*

Discuss the findings of the *Governor's Interim Commission on Children and Youth*, January, 1988, p.22:

> *Young people need greater connections to school, family and community. Psychological and social work services for elementary school students are a key to helping many students make the often difficult transition from elementary to junior high school. If social and emotional problems are not prevented now, the state faces years of treatment later. Initiate and expand school counseling programs in grades K- 12 especially at the elementary school level.*

Distribute the following *Alaska School Counseling Association* resolution:

> Whereas 1) School counselors of Alaska are part of the solution for the problems facing the children, young people and families of Alaska,
> and
> Whereas 2) There is a shortage of certificated counseling positions in most school districts in our state,

and
Whereas 3) The Governor's Interim Commission on Children and Youth has recommended expansion of school K-12 counseling programs, especially at the elementary level,
and
Whereas 4) The Alaska Department of Education, Office of Adult and Vocational Education is currently sponsoring a Task Force to draft a K-12 counseling program proposal to be available for all of the state school districts.

Now, therefore, be it resolved that the *Alaska School Counselor's Association* urges the state government of Alaska to initiate, expand and fund counseling programs in grades K-12.

Unanimously

| | | |
|---|---|---|
| Adopted By: | ASCA Executive Board | October 21, 1988 |
| | ASCA General Membership | October 22, 1988 |
| Adopted By: | Alaska Association of Elementary School Principals | October 18, 1988 |
| Alaska Association of Secondary School Principals | | October 18, 1988 |
| | Alaska Association of School Administrators | November 11, 1988 |
| | Alaska State Vocational Association | October 22, 1988 |
| | The Lake and Peninsula School District | January 13, 1989 |

National Education Association has endorsed K-12 Counseling Programs January 1988

Distribute the following definition of a school counselor:

School counselors are specifically credentialed professionals who work in school settings with students, parents, educators, and others within the community. They design and manage comprehensive developmental guidance programs to help students acquire skills in the social, personal, educational, and career areas necessary for living in a multicultural society. School counselors accomplish this by employing such interventions as guiding and counseling students individually or in small groups, by providing information through group guidance, and by contributing to the development of effective learning environments through student advocacy and through consulting with others.

Developed by: American School Counseling Association Task Force, modified by Board.
Adopted by: American School Counselors Association Governing Board December 1988.

Share this update on the pilot project:

Beginning in the fall of 1989, seven official pilot sites began to implement the *Alaska School Counseling Program Guide* with the support and funding (for training in the new program) of the Department of Education, Office of Adult and Vocational Education. In addition, the Kenai Peninsula School District liked the Program Guide so well that they included all of their secondary schools (middle/junior and high

schools) in the pilot project so that actually just over a dozen schools were first year sites. In the second year of the project, as of January, 1991, a total of 34 schools in twelve school districts were involved in various levels of piloting the program guide. The number of schools participating will continue to increase rapidly as stories of success spread throughout the state.

3. **Develop a master calendar for each month of the school year, categorizing activities under the appropriate program components.**

A master calendar enables counselors to organize and manage the activities of the program. It also provides a time frame for scheduling resources and equipment. It provides an organized, systematic way to implement and deliver the comprehensive *Alaska School Counseling Program*. It allows integration of the counseling program with the core curriculum. It enables the counselor to organize time to meet student needs and to communicate information concerning the objectives of the guidance program to students, staff, parents, and the community. The Master Calendar integrates the counseling program with total school activities. It encourages total staff involvement and provides evidence of organizational ability in implementing the counseling program.

Master calendar planning is crucial to setting and steering a course throughout the whole school year. Available in the appendix is a Gantt Chart used for developing an annual plan. By assigning hours to each program component over the course of the school year, counselors are more able to dedicate the appropriate amount of time to each.

Ideally most master calendar planning would take place at the very beginning of the new school year while staff are fully recharged for the opportunities that lie ahead. Some future calendar planning should also take place at the end of a school year when ideas for improvement are still fresh. An example of what one month of a master calendar would look like can be found in the appendix.

4. **Select and meet with the Advisory Council.**

Select members for the Advisory Council to reflect the diversity of the community. Include, if possible, school staff, parents, school board, village elders, students, and business and community leaders representing K-12. A sample agenda for the first meeting could include:

1. Presentation of the *Alaska School Counseling Program*.
2. Identification of tasks to be performed.
3. Assignment of tasks.
4. Establishing a timeline to accomplish tasks.
5. Selection of meeting dates.

5. **Complete the Counselor Time and Task Analysis.**

A Time and Task Analysis Log is used to collect data for analyzing the distribution of counselors' time in activities within the current program. This analysis provides a basis for comparing current program to a comprehensive program. See the sample Time and Task Logs in the Appendix.

6. **Complete the needs assessment process for students, teachers and parents.**

Through a needs assessment, counselors identify the program categories and competencies that students, staff and parents feel are important. A needs assessment is one basis for selecting learning activities to help students acquire competencies in high priority areas. Benefits of needs assessments include:

1. Identifying needs of students.
2. Providing data for program planning.
3. Providing information to policy makers to assure program support.
4. Providing a basis for selection and implementation of counseling learning activities and classroom presentations.
5. Increasing opportunities for student, staff and parent interaction.

A complete needs assessment shall be administered the first year the program is implemented and, ideally, every third year thereafter. Because these surveys are relatively brief and easy to administer, it is strongly recommended that they be given to 100% of the student population in grades 2, 5, 8, 10, and 12. In larger schools, (more than 500 students) a 50% random sampling of students is desirable. Administration of the parent survey shall ensure that 100% of the total parent population from grades 2, 5, 8, 10, and 12 have the opportunity to respond. Local districts shall decide how to manage the survey to yield these results. Sample needs assessment surveys are presented in Section V.

7. **Identify student competencies based on results of the needs assessment.**

These correspond to the goals in the Scope and Sequence and are age-appropriate. A complete listing is presented in Section IV. Results of the needs assessment become targets for the curriculum component.

8. **Select appropriate learning activities to meet local district and community needs.**

Using the outline and formats provided, select, modify or write learning activities that will address the identified competencies. The activities must be detailed enough for effective use from year to year. A sample outline for documenting an activity is presented in the Appendix.

9. **Implement sequential guidance curriculum for each grade level or grade level grouping.**

   Learning activities that will be implemented through classrooms shall be carefully coordinated with teachers and the school calendar to avoid possible conflicts.

   When concluding that a guidance learning activity can best be addressed within a department, it is essential to work closely with the teachers involved. Occasionally, a particular teacher may be less than enthusiastic about relinquishing class time. In initial program planning, go to the teachers with whom you have a good working relationship. Seek these people out well in advance. Advance notice of one or two months is most desirable. Teachers will need a detailed explanation as to the purpose of the learning activity, how long it will take and what will be done. If possible, show the teacher the written learning activity. Include in the activity the method for evaluation. This may help to demonstrate the importance of the activity. Stress that the counselor will take the leadership role but that a significant contribution can be made by the teacher. Give the teacher some specific responsibilities.

   Eventually, many guidance activities will become part of the curriculum in all areas. Counselors can exercise their consulting skills in working with teachers to integrate counseling related topics in academic and vocational areas. Implementing the Personal and Career Development Curriculum is everyone's responsibility.

10. **Evaluate the counseling program based on student competency attainment personnel performance-based evaluation, and achievement of program standards.**

    A comprehensive program incorporates tools for continuous improvement. The *Alaska School Counseling Program* formalizes feedback to counselors regarding effectiveness of the overall program, student success in achieving competencies and their own job performance. Evaluation tools are described in Section VII.

    It is important for each district to develop a documentation file indicating that the ten components of the program have been addressed. Examples of materials that need to be on file include:

    1. Written definition and philosophy
    2. Board of Education assurances
    3. List of Advisory Council members
    4. Agenda and minutes of Advisory Council meetings
    5. Master calendar
    6. District-based curriculum
    7. Categories and competencies based on needs assessment data
    8. Counseling learning activities
    9. Summary sheet of time and task analysis
    10. Time Distribution Wheel Form

## Involving Administrators

The administration must be knowledgeable about the *Alaska School Counseling Program* and approve and support the local plan to implement the program. The administration shall make sure adequate time is provided for counselors to communicate to the school staff about the counseling program. The administration shall also provide the means for counselors to inform the community about the counseling program and how it will be implemented.

In addition, the following kinds of administrative support are needed:

1. Commitment to staff: The administration provides written and oral support of the counseling program to all staff. All administrators demonstrate a working knowledge of the program components.

2. Time: The administration provides counselors time to implement the counseling program. This may entail deleting non-counseling administrative duties and paperwork that had been assigned to the counselor previously.

3. Facilities: The administration makes available appropriate facilities to implement the comprehensive counseling program and to accommodate individual, small group and classroom activities.

4. Budget: The administration provides a budget based on identified counseling needs that allows for purchase of resources and training to implement the comprehensive counseling program.

5. Program evaluation: It is the responsibility of the administration to evaluate the comprehensive counseling program and to support continuous improvement.

6. Performance-based evaluation: It is the responsibility of the administration to routinely evaluate each counselor on the local performance-based counselor evaluation form.

## Involving Teachers

All teachers must be well informed about the *Alaska School Counseling Program*. A minimum of one inservice per year shall be conducted to help teachers understand their role in the program. Teachers shall be given the opportunity to volunteer for active involvement in program planning and implementation. Teachers and counselors will develop cooperative relationships in developing curriculum that integrates competencies. Teachers will share responsibility for ensuring students acquire knowledge and skills in personal and career development.

## Planning

Counselors and teachers need joint work sessions to plan the delivery of learning activities. When practical, counseling learning activities need to be presented in appropriate content areas. Teachers shall help decide when these units will be presented on the master calendar. The number of students served in a particular subject area shall be a consideration.

## Implementation

Details of the actual implementation of the counseling learning activities will be determined by the counselors and teachers involved. Whenever possible the teacher shall be part of the presentation and evaluation of the counseling learning activity.

## Methods for Teacher Involvement

1. Share the Scope and Sequence and present the competencies to be addressed; relate them to the subject matter area.
2. Identify student needs as perceived by teachers and develop learning activities units to meet them.
3. Suggest that learning activities are available in particular subject matter areas and work with teachers to schedule them for classroom presentations.
4. Be visible and involved with the teaching staff.
5. Provide recognition for "things well done" to teachers.
6. Recognize teacher participation in the counseling program.
7. Schedule learning activities in advance.
8. Share information about the counseling program through calendars or newsletters.
9. Be a salesperson; any new program needs selling.
10. Participate in district curriculum teams and strive to incorporate competencies in all content areas.

## Making The Transition: Some Closing Thoughts

Here are some points to consider in making the transition to the comprehensive *Alaska School Counseling Program.*

1. When comparing the current time analysis data to the State Program time allocations, note the discrepancy between the two. Analyze the components that are being

adequately covered, those that are being underserved, and those that are being oversubscribed. Within each component, isolate those activities causing the discrepancy. Plan activities to bolster underserved components and reduce activities in oversubscribed components following the state suggested time allocations for each component (See Section II).

2. Note those non-counseling administrative activities currently being provided and the time they consume. Remember, there are some common duties a counselor must share as a school staff member. However, there are frequently a number of non-counseling responsibilities that are assigned to counselors alone, such as maintaining school records or developing a master schedule. These non-counseling activities shall be displaced to allow time for appropriate activities. Methods of removing non-counseling activities need to be developed so that counselors' time can be used to implement the State Program. A timeline for removal of these activities shall be developed jointly by the supervising adminstrator and counselor.

   If this shift appears to be difficult to achieve, a counselor may call in teams from outside the local district to explain the needed changes to administration and Board of Education. The Advisory Council can be an important asset in ensuring that non-counseling activities are displaced.

   Following are examples of these **non-counseling activities** with some suggestions for streamlining and/or displacement of these duties. Three criteria may be applied to determine whether or not to displace an activity:

   1. Are the unique skills of the counselors being utilized in optimal ways to improve student performance?
   2. Is the activity indispensable to enhancing rapport between the counselor and students?
   3. Is the responsibility shared among all school staff?

   **Supervisory Duties:**

   A. Developing and monitoring school assemblies.
   B. Supervising hall duty, cafeteria, bus loading and unloading, and restroom.
   C. Chaperoning school functions and athletic events supervision.
   D. Substitute teaching.

   **Clerical Duties:**

   A. Selling lunch tickets.
   B. Collecting and mailing out progress reports and deficiency notices.
   C. Maintaining permanent records and handling transcripts.

D. Monitoring Attendance.
E. Calculating grade point average (GPA), class rank or honor roll.
F. Developing or updating student handbook.
G. Developing or updating of course guides.
H. Changing schedules and related paperwork.

Consultation with students regarding scheduling or schedule changes is viewed as a school counseling function.

The related paperwork in terms of class balance, schedule cards, etc., is a clerical function and is not the responsibility of school counseling personnel.

If full-time clerical assistance is not available, consideration should be given to hiring part-time clerical help at key times during the school year or to work a certain number of hours per week. Computer software is also available to assist in a variety of areas, e.g., scheduling, GPA, class rank, honor roll, grade labels, and address labels. A clerical-secretarial person, rather than the counselor, can run the computer program and complete these tasks.

**Special Programs and Services:**

A. Class, club and special program sponsorship.

Counselors should not be expected to assume more responsibility for these programs than any other person on the staff.

B. Coordination and administration of school testing programs including individual testing.

The overall coordination and administration of the school testing programs are the responsibility of administrative personnel or a committee of teachers.

Counselors assist in interpretation of test data to teachers, administrators, parents, and the community.

Counselors use test data in their work with students to help them monitor and manage their learning, including their personal and career development.

When possible, individual testing is done by school psychometrists or persons specifically hired and qualified to do this task.

The use of such test data with students and parents is a counselor function.

C. Responsible for Individualized Education Plans (I.E.P.).

Counselors are involved in the diagnostic aspects of the I.E.P. They are not responsible for the development and implementation of the I.E.P. or the Individualized Vocational Education Plan (I.V.E.P.).

Counselors are members of intervention teams and take part in staffings and conferences when appropriate.

**Administrative Duties:**

A. Master schedule development.

This is an administrative function. Administrators should seek input from school counseling personnel as they plan and develop the master schedule.

B. Principal of the day.

Retired administrators, teachers who have administrative certification or other central office administrators can be called upon to serve in this capacity. The ASCP Guide assigns 100% of a counselor's time to the four program components. This does not include administrative duties.

C. Discipline.

Assessing consequences for student action is not a counseling function. Infact, discharging disciplinary actions interferes with the counselor's effectiveness as a student advocate.

D. Schedule Changes.

Students who desire or need to have schedules revised are encouraged to first discuss their changes with the counselor. The mechanics related to this process should be handled through administrative channels. Much of the process is clerical in nature. It is the responsibility of the administration to see that class size is appropriate and that sufficient staff are available to accommodate the student needs.

## Making The Commitment

1. The school administration must commit to school counseling program improvement and be:

   - ready to learn the new approach,
   - ready to participate in planning,
   - ready to allocate resources and release time for planning, and
   - ready to support abandonment of current activities that do not support new priorities.

2. Counselors must commit to school counseling program improvement and be:

   - ready to become personally involved,
   - ready to assume key roles in planning for the developmental school counseling program, and
   - ready to assume managerial responsibilities for the developmental school counseling program.

3. The school board must commit to school counseling program improvement and be:

   - ready to adopt policy statements,
   - ready to support planning time,
   - ready to participate in the planning process, and
   - ready to lend fiscal support.

4. School staff must commit to school counseling program improvement and be:

   - ready to contemplate new ideas and change,
   - ready to incorporate personal and career development competencies in academic and vocational courses, and
   - ready to welcome counselors' active participation on curriculum teams.

# CURRICULUM

## *SCOPE OF CURRICULUM*

## *SEQUENCE BY GOAL*

## *SEQUENCE BY GRADE (K-12)*

# Scope of Curriculum

## GOALS:

**As a result of participating in the school counseling program, students will:**

### AREA I:

**Aquire and apply knowledge of self and others**

1: Understand, Accept and Respect Self
2: Understand, Respect and Get Along With Others
3: Communicate Effectively
4: Behave Responsibly in the Family
5: Develop Group and Leadership Skills
6: Make Appropriate Decisions About Drugs/Alcohol
7: Make Appropriate Decisions About Personal Safety

### AREA II:

**Develop Competencies in Career/Life Planning**

1: Use Appropriate Decision-Making Skills
2: Solve Problems
3: Set Goals, Plan and Prepare for the Future
4: Explore, Plan and Prepare for a Career
5: Prepare for Finding and Maintaining Employment

### AREA III:

**Achieve Educational Success**

1: Develop Positive Attitudes Toward School and Learning
2: Make Decisions About Educational Opportunities
3: Behave Responsibly in School

# Curriculum Sequence by Goal

**AREA I:**
**Acquire and Apply Knowledge of Self and Others**

## GOAL 1:
### Understand, Accept and Respect Self

As a result of participating in the school counseling program, students will be aware of, understand and respect their personal characteristics and care for their physical and mental health, their physical and intellectual development and the development of their personality. They will know what is important to them and they will appreciate their uniqueness.

## Competency/Grade Level:

More specifically, students will:

- K: describe their physical, intellectual and emotional characteristics.
- 1: understand differences and similarities among people.
- 2: describe ways they can develop themselves physically, intellectually and emotionally.
- 3: understand need for caring for themselves physically, intellectually and emotionally.
- 4: describe the physical, intellectual and emotional attributes that they value in self and others.
- 5: accept their individual, physical, intellectual and emotional uniqueness.
- 6: recognize how personal characteristics and abilities change and how they can be enhanced.
- 7: compare and contrast their characteristics and abilities with those of others and accept the differences they see in themselves.
- 8: distinguish between things that are helpful and those that are harmful to their physical, intellectual and emotional health.
- 9. identify methods they may use in caring for their physical, intellectual and emotional health.
- 10: demonstrate responsible behavior for their physical, intellectual and emotional health.
- 11: analyze the potential consequences of responsible and irresponsible behavior.
- 12: value their individuality and accept responsibility for their physical, emotional and intellectual health.

## AREA I:
## Acquire and Apply Knowledge of Self and Others

## GOAL 2:
### Understand, Respect and Get Along With Others
As a result of participating in the school counseling program, students will understand, respect and care for others so as to develop and maintain effective relationships with peers and adults.

## Competency/Grade Level:
More specifically, students will:

- K: describe physical, intellectual and emotional characteristics of others.
- 1: identify and recognize feelings in self and others.
- 2: demonstrate cooperative work and play relationships.
- 3: describe how to choose and keep friends and show respect for others.
- 4: recognize how their actions affect others' feelings.
- 5: respond effectively to what others say and do.
- 6: recognize the skills needed to select and keep friends.
- 7: understand how to assess current social relationships in order to judge their effectiveness.
- 8: demonstrate the ability to get along with a variety of people.
- 9: compare/contrast their characteristics with those of others and recognize that individuals and relationships change.
- 10: demonstrate the ability to manage conflicts arising from peer group involvement.
- 11: participate effectively in cooperative and competitive endeavors and in situations that call for compromise.
- 12: demonstrate an appreciation and respect for others regardless of differences.

## AREA I:
## Acquire and Apply Knowledge of Self and Others

### GOAL 3:
### Communicate Effectively
As a result of participating in the school counseling program, students will develop and maintain listening and expression skills in order to relate effectively with others.

### Competency/Grade Level:
More specifically, students will:

- K: recognize that they listen to and speak with a variety of people.
- 1: demonstrate ways to be a good listener and speaker.
- 2: describe communication skills that allow them to understand and to be understood by others.
- 3: listen to and speak appropriately with friends and others.
- 4: demonstrate concern and respect for the feelings, interests and opinions of others.
- 5: analyze how what others say affects their actions and feelings.
- 6: describe how communication skills improve their relationships with others.
- 7: use communication skills to manage peer pressure.
- 8: develop skills needed for appropriate expression of opinions, attitudes and beliefs in groups.
- 9: describe how communication skills help them to make decisions, set goals and solve problems.
- 10: model communication skills to solve problems and help others.
- 11: analyze the effectiveness of their communication skills in solving problems and helping others.
- 12: evaluate the effectiveness of communication skills in solving problems and helping others.

## AREA I:
## Acquire and Apply Knowledge of Self and Others

## GOAL 4:
### Behave Responsibly In The Family
As a result of participating in the school counseling program, students will take responsibility for themselves within the family.

## Competency/Grade Level:
More specifically, students will:

- K: be aware of their place in the family system.
- 1: describe responsibilities they have as a family member.
- 2: recognize how family rules and procedures contribute to the family system.
- 3: describe responsibilities of their parents and other members of the family (and other adults they know).
- 4: use methods that lead to effective cooperation within the family.
- 5: describe ways family members interact.
- 6: recognize that family members are different in their likes, dislikes, strengths, weaknesses, and goals.
- 7: respect individual family members' rights and responsibilities and understand how the family system operates.
- 8: analyze effective family relationships, their importance and how they are formed.
- 9: analyze how their own behavior contributes to and/or detracts from a harmonious family system.
- 10: formulate how their use of effective communication skills enhances their family relationships.
- 11: assess their current family relationships and evaluate their effectiveness.
- 12: plan how they will establish a harmonious and effective family system of their own.

## AREA I:
## Acquire and Apply Knowledge of Self and Others

### GOAL 5:
### Develop Group and Leadership Skills
As a result of participating in the school counseling program, students will develop group and leadership skills.

### Competency/Grade Level
More specifically, students will:

- K: interact with others in ways that demonstrate cooperative behavior.
- 1: recognize responsible roles within the classroom.
- 2: describe the responsibilities of leaders within the school.
- 3: identify and describe the responsibilities of community leaders.
- 4: recognize skills needed to be an effective leader and group member.
- 5: recognize the importance of various roles within a group.
- 6: practice the various roles in group situations within the classroom.
- 7: compare and contrast the various styles of leadership.
- 8: analyze their own leadership potential and style.
- 9: analyze the opportunities available for participation within the school and community.
- 10: apply group and leadership skills in an appropriate school/community setting.
- 11: influence others to promote positive change.
- 12: identify various ways to make a meaningful contribution to society.

## AREA I:
## Acquire and Apply Knowledge of Self and Others

## GOAL 6:
## Make Appropriate Decisions About Drugs/Alcohol

## Competency/Grade Level:

More specifically, students will:

K: be aware that there are many kinds of drugs.
1: describe effects related to drug/alcohol use.
2: identify ways that the abuse of drugs and alcohol can affect the family.
3: identify appropriate refusal skills.
4: list consequences of the use of alcohol and drugs.
5: recognize media messages that are glamorizing the use of alcohol and drugs.
6: know appropriate alternatives to alcohol and drug use.
7: exhibit methods to resist pressure from friends related to use of drugs and alcohol.
8: demonstrate appropriate refusal skills.
9: know consequences and penalties of drug/alcohol use.
10: recognize the effects of alcohol and drugs on interpersonal relationships.
11: identify the characteristics of a person who is denying a problem with drugs and alcohol and know where to find help for alcohol and drug abuse.
12: identify symptoms of other addictive behaviors and how to get help.

## AREA I:
## Acquire and Apply Knowledge of Self and Others

### GOAL 7:
### Make Appropriate Decisions About Personal Safety

### Competency/Grade Level:
More specifically, students will:

- K: know the differences between an appropriate touch and an inappropriate touch.
- 1: identify safe people to help them if they are lost or in danger.
- 2: demonstrate how to get safely to and from school and to be safe when home alone.
- 3: demonstrate how to respond to emergencies and crisis situations.
- 4: demonstrate assertive behaviors if someone touches them in an inappropriate way.
- 5: identify safe adults who could help if there was an abusive situation.
- 6: identify harmful situations and respond appropriately.
- 7: demonstrate appropriate use of refusal skills.
- 8: use appropriate conflict resolution skills.
- 9: identify qualities of a healthy relationship.
- 10: explain positive and negative effects of peer pressure.
- 11: explain consequences of risk-taking behavior.
- 12: know how to use appropriate referral resources.

## AREA II:
## Develop Competencies in Career/Life Planning

## GOAL 1:
### Use Appropriate Decision-Making Skills
As a result of participating in the school counseling program, students will use a systematic decision-making process.

## Competency/Grade Level:
More specifically, students will:

- K: describe decisions that are difficult to make.
- 1: identify desirable alternatives and take action on the most appropriate one.
- 2: describe decisions they make for themselves, those made for them by others and how they feel about those decisions.
- 3: understand the process they use for making decisions.
- 4: describe the basic decision-making process and how decision-making affects their lives.
- 5: apply a basic decision-making process to school, home and community situations.
- 6: recognize when it is appropriate to allow others to influence their decisions and when it may be harmful.
- 7: recognize the role their values and beliefs play in setting goals and making decisions.
- 8: predict outcomes of various alternatives generated in using a decision-making process and accept responsibility for their choices.
- 9: analyze the importance of generating alternatives and assessing consequences of each before making a decision.
- 10: accept responsibility for decisions they make and take corrective action when consequences are negative or harmful.
- 11: demonstrate the ability to set priorities and make adjustments as needed.
- 12: plan how to manage the transition to a young adult life style.

## AREA II:
## Develop Competencies in Career/Life Planning

### GOAL 2:
**Solve Problems**

As a result of participating in the school counseling program, students will use an effective problem-solving process.

### Competency/Grade Level

More specifically, students will:

- K: describe situations that produce happy/unhappy or angry feelings and how they deal with those feelings.
- 1: recognize when a problem exists and identify the problem.
- 2: generate and evaluate alternative solutions to a problem.
- 3: demonstrate the problem-solving process.
- 4: apply a problem-solving process in school related situations.
- 5: identify stressors and describe appropriate methods for coping.
- 6: recognize how accepting responsibility helps them manage their lives and solve problems.
- 7: apply problem-solving techniques to group settings.
- 8. understand transitions in school and family and the need to manage change effectively.
- 9: monitor and adjust behavior to solve problems and achieve goals.
- 10: use problem-solving techniques to manage stress.
- 11: recognize situations that require problem-solving and apply appropriate skills.
- 12: formulate personal process for solving problems.

## AREA II:
## Develop Competencies in Career/Life Planning

## GOAL 3:
### Set Goals, Plan and Prepare for the Future
As a result of participating in the school counseling program, students will use learned goal-setting and planning skills to establish a tentative career goal based on their own interests, capabilities and values.

## Competency/Grade Level:
More specifically, students will:

- K: describe people and activities they enjoy.
- 1: recognize capabilities and accomplishments.
- 2: recognize activities that interest them.
- 3: understand the concept of goals and the goal setting process.
- 4: define values and interests and explain how they contribute to goals and plans.
- 5: construct a goal for sixth grade based on their interests, abilities and values.
- 6: recognize how their interests, capabilities and values influence what they do.
- 7: explain the personal satisfaction derived from achieving goals and managing change.
- 8: design, implement and monitor an action plan to achieve a personal goal.
- 9: use resources (e.g., labor market information and AKCIS) to explore career clusters and identify personal interests.
- 10: decide which careers including self-employment would provide them the opportunity to fulfill vocational goals.
- 11: describe ways in which occupational choices may affect lifestyle and contribute to a balanced and productive life.
- 12: assess the ability to achieve past goals and describe a tentative post-secondary plan.

# AREA II:
## Develop Competencies in Career/Life Planning

## GOAL 4:
### Explore, Plan and Prepare For A Career
As a result of participating in the school counseling program, students will relate their career choices to the demands of the world of work.

## Competency/Grade Level:
More specifically, students will:

- K: define "work" and recognize different work situations in the home, school and community.
- 1: describe work activities of family members within and outside the home and recognize non-traditional roles.
- 2: describe different work activities and their importance to the society.
- 3: describe types of rewards people obtain for their work.
- 4: recognize how study skills relate to work skills.
- 5: define stereotypes as related to careers and explain how to overcome those barriers.
- 6: classify career clusters and predict future employment trends.
- 7: take an interest inventory and explore relevant AKCIS occupations.
- 8: use knowledge of post secondary vocational and academic programs to create a four-year plan based on tentative career interests/goals.
- 9: identify specific aptitudes related to their career interests and modify a four-year plan.
- 10: use labor market information and trends to plan tentative career goals.
- 11: identify local community service resources and recognize benefits of volunteer work.
- 12: develop an individual career plan that includes decisions to be implemented after high school.

## AREA II:
## Develop Competencies in Career/Life Planning

## GOAL 5:
## Prepare for Finding and Maintaining Employment

### Competency/Grade Level:
More specifically, students will:

7: list attributes for a responsible worker.
8: demonstrate skills to locate, interpret and use information about job openings and labor market trends.
9: develop data sheet and complete job application in a satisfactory manner.
10: know how to evaluate specific job openings for relevance to personal likes, dislikes and abilities.
11: demonstrate skills and attitudes essential to prepare for a successful job interview and to sustain employment.
12: develop a resume, letter of introduction and thank you letter, and demonstrate skills to assess occupational opportunities.

## AREA III:
## Achieve Educational Success

### GOAL 1:
### Develop Positive Attitudes Toward School and Learning

As a result of participating in the school counseling program, students will take responsibility for their own learning in school.

### Competency/Grade Level:

More specifically, students will:

K: describe how making mistakes is a normal part of learning.
1: describe experiences at home, at school and in the community that make learning enjoyable.
2: demonstrate on task behaviors during study time.
3: describe good study skills and explain how they relate to learning.
4: participate in group activities and class discussions.
5: identify their responsibilities within the school.
6: feel pride in completing assignments on time and doing quality work.
7: describe how continued learning enhances one's ability to achieve personal and career goals.
8: identify personal learning style(s) and study skills and plan to improve/expand them.
9: anticipate the variety of opportunities available in high school (co-curricular, extra-curricular and extensions).
10: strive to continually improve study skills, including organization, time and stress management, note-taking, and test-taking skills.
11: understand the relationship of academic and vocational skills in the world of work and describe how learning skills are required in the work place.
12: recognize quality work and the benefits of doing the best one can do on any task.

## AREA III:
### Achieve Educational Success

## GOAL 2:
### Make Decisions About Educational Opportunities
As a result of participating in the school counseling program, students will take responsibility for planning to use their future educational opportunities, with emphasis on planning for taking the next educational step successfully.

## Competency/Grade Level:
More specifically, students will:

- K: describe what first grade will be like and explain what they look forward to about it.
- 1: describe how first grade is similar to and different from Kindergarten and how they expect second grade to be.
- 2: relate how their anticipation of second grade in first grade helped them do/feel better in/about second grade.
- 3: define what "future" means and summarize what educational opportunities lie in their futures.
- 4: develop an educational goal for fifth grade.
- 5: recognize the differences in the learning styles needed for various subjects, settings and objectives.
- 6: recognize the responsibilities they must assume to succeed in middle school/junior high and how these are similar to/different than those in elementary school.
- 7: understand how study patterns affect success and failure in academic areas.
- 8: develop a four-year high school plan integrating requirements for graduation and postsecondary goals.
- 9: update four-year plan with current classes.
- 10: know how to choose postsecondary options that would prepare them for a career based on interests, aptitudes and abilities and entry into the job market.
- 11: identify sources of financial aid/scholarship information for post-secondary training.
- 12: recognize that the changing world demands lifelong learning.

## AREA III:
**Achieve Educational Success**

## GOAL 3:
**Behave Responsibly in School**

As a result of participating in the school counseling program, students will take responsibility for their behaviors in the school environment.

## Competency/Grade Level:

More specifically, students will:

K: describe areas in school where they are self-sufficient and where they are not.
1: show responsibility and respect for property of self, others and school.
2: understand that rules and procedures in school provide order to enhance the learning environment.
3: understand the importance of accepting their responsibilities and that different people have different responsibilities within the learning environment.
4: understand that growing up requires more self-discipline and acceptance of responsibility for their own behaviors.
5: recognize how good and bad consequences may be the logical results of their own actions.
6: demonstrate effective school behaviors such as arriving on time, filing and transporting classroom materials and completing assignments on time.
7: recognize when they need additional help to succeed and identify sources of help.
8: understand that accepting responsibility enhances their school experience and avoiding responsibility hinders it.
9: initiate requests for help when they become disappointed with their performance in school.
10: describe how peer pressure can influence responsible school behavior.
11: demonstrate how responsible behavior on their part can enhance the school experience/environment for them and others.
12: assess how taking responsibility for their own actions affects their future.

# Curriculum Sequence by Grade Level (K-12)

## Kindergarten

As a result of participating in the school counseling program, students will:

- describe their physical, intellectual and emotional characteristics.
- describe physical, intellectual and emotional characteristics of others.
- recognize that they listen to and speak with a variety of people.
- be aware of their place in the family system.
- interact with others in ways that demonstrate cooperative behavior.
- be aware that there are many kinds of drugs.
- know the differences between an appropriate touch and an inappropriate touch.
- describe decisions that are difficult to make.
- describe situations that produce happy/unhappy or angry feelings and how they deal with those feelings.
- describe people and activities they enjoy.
- define "work" and recognize different work situations in the home, school and community.
- describe how making mistakes is a normal part of learning.
- describe what first grade will be like and explain what they look forward to about it.
- describe areas in school where they are self-sufficient and where they are not.

## 1st Grade

As a result of participating in the school counseling program, students will:

- understand differences and similarities among people.
- identify and recognize feelings in self and others.
- demonstrate ways to be a good listener and speaker.
- describe responsibilities they have as a family member.
- recognize responsible roles within the classroom.
- describe effects related to drug/alcohol use.
- identify safe people to help them if they are lost or in danger.
- identify desirable alternatives and take action on the most appropriate one.
- recognize when a problem exists and identify the problem.
- recognize capabilities and accomplishments.
- describe work activities of family members within and outside the home and recognize non-traditional roles.
- describe experiences at home, at school and in the community that make learning enjoyable.
- describe how first grade is similar to and different from Kindergarten and how they expect second grade to be.
- show responsibility and respect for property of self, others and school.

## 2nd Grade

As a result of participating in the school counseling program, students will:

- describe ways they can develop themselves physically, intellectually and emotionally.
- demonstrate cooperative work and play relationships.
- describe communication skills that allow them to understand and to be understood by others.
- recognize how family rules and procedures contribute to the family system.
- describe the responsibilities of leaders within the school.
- identify ways that the abuse of drugs and alcohol can affect the family.
- demonstrate how to get safely to and from school and to be safe when home alone.
- describe decisions they make for themselves, those made for them by others and how they feel about those decisions.
- generate and evaluate alternative solutions to a problem.
- recognize activities that interest them.
- describe different work activities and their importance to the society.
- demonstrate on task behaviors during study time.
- relate how their anticipation of second grade in first grade helped them do/ feel better in/about second grade.
- understand that rules and procedures in school provide order to enhance the learning environment.

## 3rd Grade

As a result of participating in the school counseling program, students will:

- understand need for caring for themselves physically, intellectually and emotionally.
- describe how to choose and keep friends and show respect for others.
- listen to and speak appropriately with friends and others.
- describe responsibilities of their parents and other members of the family (and other adults they know).
- identify and describe the responsibilities of community leaders.
- identify appropriate refusal skills.
- demonstrate how to respond to emergencies and crisis situations.
- understand the process they use for making decisions.
- demonstrate the problem-solving process.
- understand the concept of goals and the goal setting process.
- describe types of rewards people obtain for their work.
- describe good study skills and explain how they relate to learning.
- define what "future" means and summarize what educational opportunities lie in their futures.
- understand the importance of accepting their responsibilities and that different people have different responsibilities within the learning environment.

## 4th Grade

As a result of participating in the school counseling program, students will:

- describe the physical, intellectual and emotional attributes that they value in self and others.
- recognize how their actions affect others' feelings.
- demonstrate concern and respect for the feelings, interests and opinions of others.
- use methods that lead to effective cooperation within the family.
- recognize skills needed to be an effective leader and group member.
- list consequences of the use of alcohol and drugs.
- demonstrate assertive behaviors if someone touches them in an inappropriate way.
- describe the basic decision-making process and how decision-making affects their lives.
- apply a problem-solving process in school related situations.
- define values and interests and explain how they contribute to goals and plans.
- recognize how study skills relate to work skills.
- participate in group activities and class discussions.
- develop an educational goal for fifth grade.
- understand that growing up requires more self-discipline and acceptance of responsibility for their own behaviors.

## 5th Grade

As a result of participating in the school counseling program, students will:

- accept their individual, physical, intellectual and emotional uniqueness. respond effectively to what others say and do.
- analyze how what others say affects their actions and feelings.
- describe ways family members interact.
- recognize the importance of various roles within a group.
- recognize media messages that are glamorizing the use of alcohol and drugs.
- identify safe adults who could help if there was an abusive situation.
- apply a basic decision-making process to school, home and community situations.
- identify stressors and describe appropriate methods for coping.
- construct a goal for sixth grade based on their interests, abilities and values.
- define stereotype as related to careers and explain how to overcome those barriers.
- identify their responsibilities within the school.
- recognize the differences in the learning styles needed for various subjects, settings and objectives.
- recognize how good and bad consequences may be the logical results of their own actions.

## 6th Grade

As a result of participating in the school counseling program, students will:

- recognize how personal characteristics and abilities change and how they can be enhanced.
- recognize the skills needed to select and keep friends.
- describe how communication skills improve their relationships with others.
- recognize that family members are different in their likes, dislikes, strengths, weaknesses, and goals.
- practice the various roles in group situations within the classroom.
- know appropriate alternatives to alcohol and drug use.
- identify harmful situations and respond appropriately.
- recognize when it is appropriate to allow others to influence their decisions and when it may be harmful.
- recognize how accepting responsibility helps them manage their lives and solve problems.
- recognize how their interests, capabilities and values influence what they do.
- classify career clusters and predict future employment trends.
- feel pride in completing assignments on time and doing quality work.
- recognize the responsibilities they must assume to succeed in middle school/ junior high and how these are similar to/different than those in elementary school.
- demonstrate effective school behaviors such as arriving on time, filing and transporting classroom materials and completing assignments on time.

## 7th Grade

As a result of participating in the school counseling program, students will:

- compare and contrast their characteristics and abilities with those of others and accept the differences they see in themselves.
- understand how to assess current social relationships in order to judge their effectiveness.
- use communication skills to manage peer pressure.
- respect individual family members' rights and responsibilities and understand how the family system operates.
- compare and contrast the various styles of leadership.
- exhibit methods to resist pressure from friends related to use of drugs and alcohol.
- demonstrate appropriate use of refusal skills.
- recognize the role their values and beliefs play in setting goals and making decisions.
- apply problem-solving techniques to group settings.
- explain the personal satisfaction derived from achieving goals and managing change.
- take interest inventory and explore relevant AKCIS occupations.
- list attributes for a responsible worker.
- describe how continued learning enhances one's ability to achieve personal and career goals.
- understand how study patterns affect success and failure in academic areas.
- recognize when they need additional help to succeed and identify sources of help.

## 8th Grade

As a result of participating in the school counseling program, students will:

- distinguish between things that are helpful and those that are harmful to their physical, intellectual and emotional health.
- demonstrate the ability to get along with a variety of people.
- develop skills needed for appropriate expression of opinions, attitudes and beliefs in groups.
- analyze effective family relationships, their importance and how they are formed.
- analyze their own leadership potential and style.
- demonstrate appropriate refusal skills.
- use appropriate conflict resolution skills.
- predict outcomes of various alternatives generated in using a decision-making process and accept responsibility for their choices.
- understand transitions in school and family and the need to manage change effectively.
- design, implement and monitor an action plan to achieve a personal goal.
- use knowledge of post secondary vocational and academic programs to create a four-year plan based on tentative career interests/goals.
- demonstrate skills to locate, interpret and use information about job openings and labor market trends.
- identify personal learning style(s) and study skills and plan to improve/expand them.
- develop a four-year high school plan integrating requirements for graduation and postsecondary goals.
- understand that accepting responsibilities enhances their school experience and avoiding responsibility hinders it.

## 9th Grade

As a result of participating in the school counseling program, students will:

- identify methods they may use in caring for their physical, intellectual and emotional health.
- compare/contrast their characteristics with those of others and recognize that individuals and relationships change.
- describe how communication skills helps them to make decisions, set goals and solve problems.
- analyze how their own behavior contributes to and/or detracts from a harmonious family system.
- analyze the opportunities available for participation within the school and community.
- know consequences and penalties of drug/alcohol use.
- identify qualities of a healthy relationship.
- analyze the importance of generating alternatives and assessing consequences of each before making a decision.
- monitor and adjust behavior to solve problems and achieve goals.
- use resources (e.g., labor market information and AKCIS) to explore career clusters and identify personal interests.
- identify specific aptitudes related to their career interests and modify a four-year plan.
- develop data sheet and complete job application in a satisfactory manner.
- anticipate the variety of opportunities available in high school (co-curricular, extra-curricular and extensions).
- update four year plan with current classes.
- initiate requests for help when they become disappointed with their performance in school.

## 10th Grade

As a result of participating in the school counseling program, students will:

- demonstrate responsible behavior for their physical, intellectual and emotional health.
- demonstrate the ability to manage conflicts arising from peer group involvement.
- model communication skills to solve problems and help others.
- formulate how their use of effective communication skills enhances their family relationships.
- apply group and leadership skills in an appropriate school/community setting.
- recognize the effects of alcohol and drugs on interpersonal relationships.
- explain positive and negative effects of peer pressure.
- accept responsibility for decisions they make and take corrective action when consequences are negative or harmful.
- use problem-solving techniques to manage stress.
- decide which careers including self-employment would provide them the opportunity to fulfill vocational goals.
- use labor market information and trends to plan tentative career goals.
- know how to evaluate specific job openings for relevance to personal likes, dislikes and abilities.
- strive to continually improve study skills, including organization, time and stress management, note-taking, and test-taking skills.
- know how to choose postsecondary options that would prepare them for a career based on interests, aptitudes and abilities and entry into the job market.
- describe how peer pressure can influence responsible school behavior.

## 11th Grade

As a result of participating in the school counseling program, students will:

- analyze the potential consequences of responsible and irresponsible behavior.
- participate effectively in cooperative and competitive endeavors and in situations that call for compromise.
- analyze the effectiveness of their communication skills in solving problems and helping others.
- assess their current family relationships and evaluate their effectiveness.
- influence others to promote positive change.
- identify the characteristics of a person who is denying a problem with drugs and alcohol and know where to find help for alcohol and drug abuse.
- explain consequences of risk-taking behavior.
- demonstrate the ability to set priorities and make adjustments as needed.
- recognize situations that require problem-solving and apply appropriate skills.
- describe ways in which occupational choices may affect lifestyle and contribute to a balanced and productive life.
- identify local community service resources and recognize benefits of volunteer work.
- demonstrate skills and attitudes essential to prepare for a successful job interview and to sustain employment.
- understand the relationship of academic and vocational skills in the world of work and describe how learning skills are required in the work place.
- identify sources of financial aid/scholarship information for post secondary training.
- demonstrate how responsible behavior on their part can enhance the school experience/environment for them and others.

## 12th Grade

As a result of participating in the school counseling program, students will:

- value their individuality and accept responsibility for their physical, emotional and intellectual health.
- demonstrate an appreciation and respect for others regardless of differences.
- evaluate the effectiveness of communication skills in solving problems and helping others.
- plan how they will establish a harmonious and effective family system of their own.
- identify various ways to make a meaningful contribution to society.
- identify symptoms of other addictive behaviors and how to get help.
- know how to use appropriate referral resources.
- plan how to manage the transition to a young adult life style.
- formulate personal process for solving problems.
- assess the ability to achieve past goals and describe a tentative post-secondary plan.
- develop an individual career plan that includes decisions to be implemented after high school.
- develop a resume, letter of introduction and thank you letter, and demonstrate skills to assess occupational opportunities.
- recognize quality work and the benefits of doing the best one can do on any task.
- recognize that the changing world demands lifelong learning.
- assess how taking responsibility for their own actions affects their future.

# Basic Guidelines for Using the Alaska School Counseling Survey

Needs assessment is a critical step in program planning. Counselors and administrators will make more effective decisions about program objectives and strategies by surveying students, parents and teachers. This section provides sample needs assessment forms developed by The Juneau School District and The North Carolina Department of Public Instruction. Counselors and administrators will want to design their own forms so the assessment reflects the needs of their unique school and student population and is based on the most recent version of the Scope and Sequence (Section IV).

## A. Field Testing

It is strongly suggested that this survey or any other form you may choose to use be field tested before administering the survey to the target population. Select four or five individuals who represent the population to complete your survey. Interview them for feedback on format, ease, ambiguity, etc. Revise as needed.

## B. Random Sample

It may be to your advantage to take a random sample rather than survey the entire target population. To assure accurate results be sure you are familiar with the requirements for random samples.

## C. Scoring Options

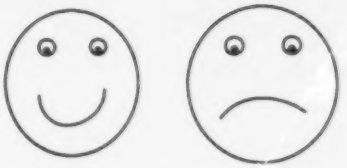
1. There are several options to consider for scoring. If you have a small population, hand scoring may be acceptable. This could be done by volunteers or paid for with grant monies.

2. A second option is to use a spreadsheet to tabulate your results on a computer. Setting up the parameters is the time consuming part of this process. The advantages are the ease of counting the results and ease of preparing reports and/or presentations.

3. A third option is machine scoring. This requires access to a scanner and making sure the layout will work with your system. This option may be the best one where large numbers of surveys need to be processed.

# STUDENT NEEDS SURVEY
## (K-2)

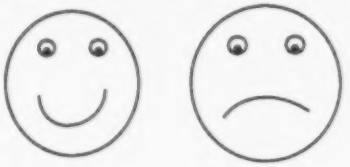
This is a sad face .....



This is the way I feel about ice cream .....

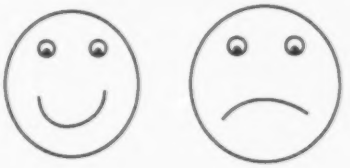
GRADE: _____

1. Most of the time this is the way I feel about myself .....

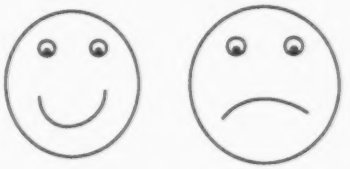


2. This is how I feel about coming to school .....

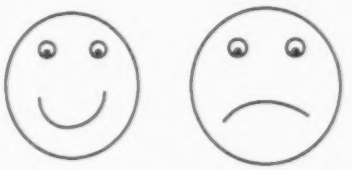
3. This is how I feel about the work I do in school .....



4. This is how I think my teacher feels about me .....

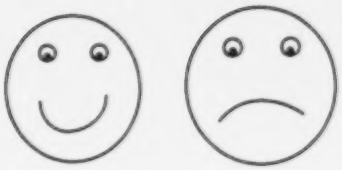


5. This is how I feel about making friends .....



*Developed by North Carolina Department of Public Instruction (1987)*

6. This is how other children feel about me .....

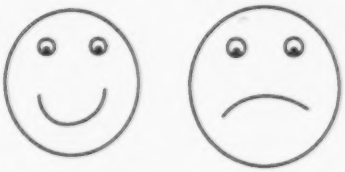


7. This is how I feel about talking with my teacher .....

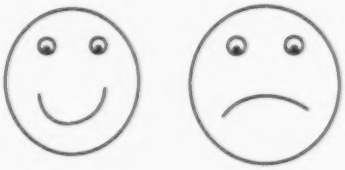
8. This is how I feel about talking in show and tell .....

9. This is how I feel about my family .....

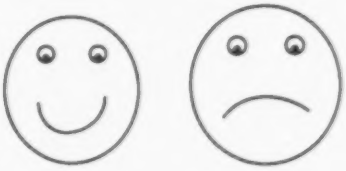
10. This is how I feel when I think about my dad .....



11. This how I feel when I think about my mom .....



12. This is how I feel about my brothers and/or sisters .....



*Developed by North Carolina Department of Public Instruction (1987)*

Juneau School District Counseling Program

# ELEMENTARY NEEDS SURVEY

NAME: _____ SCHOOL: _____

GRADE: _____ SEX: ☐ F ☐ M RACE: _____
(Teacher, Please Complete)

The teachers, the counselor, and others want to find better ways to help you in school. They can do this if you will tell them what you want. You will do it as shown in the example below. The teacher or counselor will read the items out loud as you read them silently.

---

**Example: Enjoy School** (Check the box that is most like you.)

Enjoying school means you have friends and others don't make fun of you. I am happy with my grades. I know how to use the computers.

☐ a. I would like someone to help me enjoy school more.

☐ b. I can do the things mentioned above.

---

## Do the following as you did in the example:

### 1. Understand, Accept, and Respect Yourself

I can tell people what is important to me. I can describe good things about me and name the feelings I have. I try new things and ask for what I need. I know what things about me change and how to improve them.

☐ a. I would like to understand myself better.

☐ b. I can do the things mentioned above.

### 2. Understand, Respect, and Get Along With Others

I can work good in a group. I share, take turns, listen, and avoid arguments. I can say good things about myself and others. I know how to make a friend and keep them a friend. I know how my actions affect the feelings of others. I can like different kinds of people.

☐ a. I would like help to understand and get along with others.

☐ b. I can do the things mentioned above.

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3. **Communicate Effectively**

I know how to listen and speak correctly. I know how what I say affects the actions and feelings of others. I know that talking and listening are important in relationships. I know when I'm being told something.

- ☐ a. I would like to communicate effectively.
- ☐ b. I can do the things mentioned above.

4. **Behave Responsibly in the Family**

I can get along with my brothers and sisters. I am helpful at home. I know that my family members are different in the things they like and do. I know why family rules are important. I know what parents are supposed to do in a family.

- ☐ a. I would like to learn how to behave responsibly in a family.
- ☐ b. I can do the things mentioned above.

5. **Develop Group and Leadership Skills**

If I want, I can be a leader in the classroom. I can be a good group member. I know why everyone can't be the leader at once. I know what the leaders in the community and the school are supposed to do.

- ☐ a. I would like help to develop group and leardership skills.
- ☐ b. I can do the things mentioned above.

6. **Making Appropriate Decisions about Drugs & Alcohol**

I can say "No" when my friends want me to use drugs. I know the effects and penalties for drug and alcohol abuse. I know how TV, magazines, and other media try to make the use of drugs and alcohol look great. I know how drugs and alcohol can affect a family.

- ☐ a. I would like help to know more about drugs and alcohol.
- ☐ b. I can do the things mentioned above.

7. **Make Appropriate Decisions about Personal Safety**

If there was abuse at home, I could find safe adults to help me. I know the difference between good touches and bad touches. I know what to do in an emergency. I know how to get safely to and from school. I know how to be safe at home. I know the rules about talking to strangers.

- ☐ a. I would like help to learn about personal safety.
- ☐ b. I can do the things mentioned above.

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## 8. Set Goals, Plans, and Prepare for the Future

I know what type of activities interest me. I know what a goal is. I know what a "value" is and why it is important in plans and goals. I can make 5 goals of my own and tell how I could reach them.

- ☐ a. I would like to set goals, plan, and prepare for the future.
- ☐ b. I can do the things mentioned above.

## 9. Explore, Plan, and Prepare for a Career

I can describe different kinds of jobs, job groups and workers. I know why work is important. I know there are different reasons people work. I know how school is like a job.

- ☐ a. I would like to explore, plan, and prepare for a career.
- ☐ b. I can do the things mentioned above.

## 10. Use Appropriate Decision Making Skills

I think about what I want. When I make a dicision, I know the good and bad things that could happen. I do what I decide to do. I don't get angry if I make a bad decision. I just make a new one.

- ☐ a. I would like help to make better decisions.
- ☐ b. I can do the things mentioned above.

## 11. Solve Problems

I know when I have a problem. I know where to get help if I have a problem. I can tell you the problem-solving process. If I have a school problem I can find ways to solve it. I know what "stress" is and how to relieve it.

- ☐ a. I would like help to solve problems.
- ☐ b. I can do the things mentioned above.

## 12. Develop Positive Attitudes Toward School and Learning

I can work on my own. I share and coperate in a group. I know to learn trying to do my best is important. I know my responsibilities in school. I know what makes learning fun. I know making mistakes is a normal part of learning.

- ☐ a. I would like help to develop positive attitudes toward school and learning styles.
- ☐ b. I can do the things mentioned above.

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## 13. Make Desions About Educational Opportunities

I can explain how the grade I'm in now is different from the grade I was in last year. I can tell you what next year in school will be like. I know what "future" means. I have a school goal for next year. I know there are different ways to learn.

- ☐ a. I would like to make decisions about educational opportunities.
- ☐ b. I can do the things mentioned above.

## 14. Behave Responsibly in School

I know how to treat school property and the property of others correctly. I know why we have rules in school. I know why it is important to be responsible in school. I know either good or bad things will happen, depending on how I act. I know that as I grow up I need to be more responsible for my life.

- ☐ a. I would like help to understand and get along with others.
- ☐ b. I can do the things mentioned above.

**Which of the three (3) above areas are the important to you? Please put the numbers of the important goals and any comments below.**

_____

_____

_____

_____

_____

_____

**Thank you for helping make your school a better place to be.**

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Juneau School District Counseling Program

# MIDDLE SCHOOL NEEDS SURVEY

NAME (Optional): _____ SCHOOL: _____

GRADE: _____ SEX: ☐ F ☐ M RACE: _____

(Teacher, Please Complete)

The purpose of this survey is to provide information which will be used in determining ways for the school to be of more benefit to you. Therefore, it is necessary that you respond to the survey statements honestly and thoughtfully.

Look at the sample items in the box below and ask yourself, "Which of these do I need help with?" Blacken the circle or check the items that apply. ***Leave those blank that do not apply.***

- ○ 1. To set goals in life.
- ○ 2. To understand my interests and abilities.
- ○ 3. To know more about the kinds of decisions which I will face as an adult.
- ○ 4. To find courses that fit my needs.

Always ask yourself, "Do I need help with this?" You may blacken all, some, or none of the circles under each goal statement. Do not hesitate to ask questions if necessary.

**GOAL 1: Understand, Accept, and Respect Self**
I need help:

- ○ 1. To think about how I can improve my changing characteristics and abilities.
- ○ 2. To see how I'm similar to or different than others and accept the differences I see.
- ○ 3. To tell the difference between things that are helpful and those that are harmful to my health (mentally, physically, and emotionally).
- ○ 4. To identify and think about ways I could use in taking care of my health (all).

**GOAL 2: Understand, Respect, and Get Along with Others**
I need help:

- ○ 1. To think about the skills I need to select and keep friends.
- ○ 2. To understand how to judge my present relationships.
- ○ 3. To understand the various ways I interact with people my age and with adults.
- ○ 4. To see how I am similar to and/or different than others.

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**GOAL 3: Communicate Effectively**
I need help:

- ◯ 1. To think about how communication skills improve my relationships with others.
- ◯ 2. To use listening and talking skills in situations where friends are trying to talk me into doing something.
- ◯ 3. To recognize how listening and talking helps me to make decisions, set goals, and solve problems.
- ◯ 4. To think about how I can use communication skills to improve my mental health.

**GOAL 4: Behave Responsibly in the Family**
I need help:

- ◯ 1. To know that different family members are different in their likes, dislikes, strengths, weaknesses, and goals.
- ◯ 2. To respect individual family members' rights and responsibilities and at the same time, know how the family system works.
- ◯ 3. To think about good family relationships, their importance, and how they are formed.
- ◯ 4. To think about the good and/or bad I contribute to my family.

**GOAL 5: Develop Group and Leadership Skills**
I need help:

- ◯ 1. To practice being a leader or helper in group situations within the classroom.
- ◯ 2. To compare and contrast the various styles of leadership.
- ◯ 3. To think about my own leadership potential and style.
- ◯ 4. To know what activities I can do in the school and community.

**GOAL 6: Make Appropriate Decisions About Drugs & Alchohol**
I need help:

- ◯ 1. To know other things to do besides alcohol and drug use.
- ◯ 2. To handle pressure from friends who might want me to use drugs and alcohol.
- ◯ 3. To use refusal skills.
- ◯ 4. To list the effects of alcohol and drugs on relationships between people.

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**GOAL 7: Make Appropriate Decisions about Personal Safety**
I need help:

- ◯ 1. To identify the harmful situations and act correctly.
- ◯ 2. To show the correct use of refusal skills.
- ◯ 3. To use appropriate skills to end a disagreement or fight.
- ◯ 4. To identify the qualities of a healthy relationship.

**GOAL 8: Set Goals, Plan, and Prepare for the Future**
I need help:

- ◯ 1. To think about how my interests, capabilities, and values influence what I do.
- ◯ 2. To explain the satisfaction I get from achieving goals.
- ◯ 3. To know that things I can't control may effect my ability to achieve a goal
- ◯ 4. To explore careers and identify my interests.

**GOAL 9: Explore, Plan, and Prepare for a Career**
I need help:

- ◯ 1. To describe characteristics of the world of work.
- ◯ 2. To take an interest inventory and be exposed to AKCIS (Alaska Career Information System).
- ◯ 3. To make a four year plan based on career interests/goals.
- ◯ 4. To use interest inventories and testing information to make a four year high school plan.

**GOAL 10: Use Appropriate Decision-Making Skills**
I need help:

- ◯ 1. To use and understand a decision-making process that has options.
- ◯ 2. To think about the role my values play in using a decision-making process.
- ◯ 3. To predict what will happen using each option that was created while using a decision-making process.
- ◯ 4. To think about my options and determine the possible results of each before making a decision.

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**GOAL 11: Solve Problems**
I need help:

- ◯ 1. To understand what "stress" means and to describe correct methods for dealing with it.
- ◯ 2. To think about how listening and talking helps to solve problems.
- ◯ 3. To think about how accepting responsibility helps me manage my life and solve problems.
- ◯ 4. To use a decision-making process to solve a problem.

**GOAL 12: Develop Positive Attitudes Toward School and Learning Styles**
I need help:

- ◯ 1. To explain how changing needs relate to continued learning and training.
- ◯ 2. To describe how continued learning makes it more likely I'll achieve my career goals.
- ◯ 3. To think about personal learning style(s) and study skills and plan to improve and expand them.
- ◯ 4. To make use of opportunities while I'm in school.

**GOAL 13: Make Decisions about Educational Opportunties**
I need help:

- ◯ 1. To think about the responsibilities I have to have to be succesful in middle school and how these are similar to/different than those in elementary school.
- ◯ 2. To understand that success and failure in school subjects are important parts of learning.
- ◯ 3. To develop a four year high school plan putting together the requirements for graduation and post-secondary goals.
- ◯ 4. To make a plan of high school classes which fit my needs and interests.

**GOAL 14: Behave Responsibly in School**
I need help:

- ◯ 1. To identify examples of responsible, self-directed behaviors.
- ◯ 2. To compare/contrast the consequences that occur when I am a responsible, self-directed person and when I'm not.
- ◯ 3. To understand that accepting responsibility makes my school experience better and that avoiding responsibility makes it worse.
- ◯ 4. To accept responsibility for my actions.

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**GOAL 15: Prepare to Find a Job**
I need help:

- ◯ 1. To list the characteristics of a responsible worker.
- ◯ 2. To identify community job resources.
- ◯ 3. To know how supply and demand affects the number of employees in different careers at local, state, and national levels.

**GOAL 16: Others**
I need help:

- ◯ 1. List here any other things the advisory or counseling program could help you with.

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## Part 2

Check the five (5) goals from the whole list ***you most need help with.***

- ☐ 1. Understand, Accept, and Respect Self
- ☐ 2. Understand, Respect, and Get Along with Others
- ☐ 3. Communicate Effectively
- ☐ 4. Behave Responsibly In the Family
- ☐ 5. Develop Group and Leadership Skills
- ☐ 6. Make Appropriate Decisions about Drugs & Alcohol
- ☐ 7. Make Appropriate Decisions about Personal Safety
- ☐ 8. Set Goals, Plan, and Prepare for the Future
- ☐ 9. Explore, Plan, and Prepare for a Career
- ☐ 10. Use Appropriate Decision Making Skills
- ☐ 11. Solve Problems
- ☐ 12. Develop Positive Attitudes Toward School and Learning Styles
- ☐ 13. Make Decisions about Educational Opportunities
- ☐ 14. Behave Responsibly in School
- ☐ 15. Prepare to Find a Job

Rank the five (5) most important goals you checked above. Number 1 is the most important. Number 5 is the least important.

_____

_____

_____

_____

_____

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Juneau School District Counseling Program

# HIGH SCHOOL NEEDS SURVEY

NAME (Optional):_____ SCHOOL:_____

GRADE:_____ SEX: ☐ F ☐ M RACE:_____

(Teacher, Please Complete)

The purpose of this survey is to provide information which will be used in determining ways for the school to be of more benefit to you. Therefore, it is necessary that you respond to the survey statements honestly and thoughtfully.

Look at the sample items in the box below and ask yourself, "Which of these do I need help with?" Blacken the circle or check the items that apply. ***Leave those blank that do not apply.***

- ○ 1. To set goals in life.
- ○ 2. To understand my interests and abilities.
- ○ 3. To know more about the kinds of decisions which I will face as an adult.
- ○ 4. To find courses that fit my needs

...ys ask yourself, "Do I need help with this?" You may blacken all, some, or none of the circles under e... goal statement. Do not hesitate to ask questions if necessary.

**GOAL 1: Understand, Accept, and Respect Self**
I need help:

- ○ 1. To find the best ways to take care of my mental, physical, and emotional health.
- ○ 2. To understand my interests and abilities.
- ○ 3. To know more about the kinds of decisions which I will face as an adult.
- ○ 4. To find courses that fit my needs.

**GOAL 2: Understand, Respect, and Get Along with Others**
I need help:

- ○ 1. To understand and appreciate differences between myself and others.
- ○ 2. To evaluate the importance of having friendships with others.
- ○ 3. To work in situations where I might have to let others have their way.
- ○ 4. To get along with others and to make friends.

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**GOAL 3: Communicate Effectively**
I need help:

- ◯ 1. To analyze how to use communication skills to improve my mental health.
- ◯ 2. To use communication skills to solve problems and help others.
- ◯ 3. To analyze and evaluate the effectiveness of my communication skills in solving problems and helping others.

**GOAL 4: Behave Responsibly in the Family**
I need help:

- ◯ 1. To understand how my behavior affects my family in good or bad ways.
- ◯ 2. To improve communication skills with my family.
- ◯ 3. To look at my current family relationships and evaluate their effectiveness.
- ◯ 4. To plan for a happy and effective family system of my own.

**GOAL 5: Develop Group and Leadership Skills**
I need help:

- ◯ 1. To know what activities I can do in the school and community.
- ◯ 2. To use group and leadership skills in different group activities.
- ◯ 3. To use my ability to make an important contribution to society.

**GOAL 6: Make Appropriate Decisions About Drugs & Alchohol**
I need help:

- ◯ 1. To understand how alcohol and drugs affect relationships between people.
- ◯ 2. To identify the characteristics of a person who is denying a problem with drugs and alcohol.
- ◯ 3. To know where to find help for alcohol and drug abuse.
- ◯ 4. To understand the consequences and penalities of drug and alcohol abuse.

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**GOAL 7: Make Appropriate Decisions about Personal Safety**
I need help:

- ○ 1. To identify the qualities of a healthy relationship.
- ○ 2. To explain positive and negative effects of peer pressure.
- ○ 3. To judge how risk-taking behaviors might hurt me or others.
- ○ 4. To know how to get help from others when I need it.

**GOAL 8: Plan and Prepare for a Satisfying Life**
I need help:

- ○ 1. To explore careers and identify my interests.
- ○ 2. To decide which careers would provide me a chance to achieve my goals.
- ○ 3. To design what would be a good life for me 10 years from now.

**GOAL 9: Explore, Plan, and Prepare for a Career**
I need help:

- ○ 1. To use interest inventories and testing information to make changes in a four-year plan.
- ○ 2. To list the work demands that relate to my career interests.
- ○ 3. To decide my tentative career goal and plan for it.
- ○ 4. To take the right steps to achieve a positive high school goal.

**GOAL 10: Use Appropriate Decision-Making Skills**
I need help:

- ○ 1. To learn how to determine the possible results of each choice before making a decision.
- ○ 2. To accept responsibility for the decisions I make.
- ○ 3. To think about the consequences of decisions made by others.
- ○ 4. To decide the best post-secondary options and/or career plan for me.

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**GOAL 11: Solve Problems**
I need help:

- ○ 1. To use a decision-making process in solving a problem.
- ○ 2. To reduce stress.
- ○ 3. To make a plan for solving my problems.

**GOAL 12: Develop Positive Attitudes Toward School and Learning Styles**
I need help:

- ○ 1. To make use of opportunities while I'm in high school.
- ○ 2. To improve test-taking skills.
- ○ 3. To undertand the relationship between academic and vocational skills in the world of work.
- ○ 4. To understand that there are different learning styles.
- ○ 5. To understand that learning may continue throughout life.

**GOAL 13: Make Decisions about Educational Opportunities**
I need help:

- ○ 1. To make a plan of high school classes which fit both my needs and interests.
- ○ 2. To know how to evaluate the advantages and disadvantages of my post-secondary options (college, vocational programs, military) and the world of work.
- ○ 3. To know how to choose post-secondary options that would prepare me for a career that best suits my interests, aptitudes, and abilities.
- ○ 4. To know that our changing world demands lifelong learning.

**GOAL 14: Behave Responsibly in School**
I need help:

- ○ 1. To recognize that accepting responsibility for my behavior improves my schooling.
- ○ 2. To recognize that avoiding responsibility for my behavior hinders my schooling.
- ○ 3. To plan how to better accept responsibility for my behavior in school.
- ○ 4. To judge how taking responsibility for my actions affects my future.

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**GOAL 15: Prepare to Find a Job**
I need help:

- ○ 1. To know how supply and demand affects the number of employees in different careers at local, state, and national levels.
- ○ 2. To complete a job application in a satisfactory manner.
- ○ 3. To demonstrate the skills and attitudes that are essential for a successful job interview.
- ○ 4. To develop a resume'.

**GOAL 16: Others**
I need help:

- ○ 1. List here any other things the counseling program could help you with.

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## PART 2

Check the five (5) goals from the whole list ***you most need help with.***

- ☐ 1. Understand, Accept, and Respect Self
- ☐ 2. Understand, Respect, and Get Along with Others
- ☐ 3. Communicate Effectively
- ☐ 4. Behave Responsibly In the Family
- ☐ 5. Develop Group and Leadership Skills
- ☐ 6. Make Appropriate Decisions about Drugs & Alcohol
- ☐ 7. Make Appropriate Decisions about Personal Safety
- ☐ 8. Plan and Prepare for a Satisfying Life
- ☐ 9. Explore, Plan, and Prepare for a Career
- ☐ 10. Use Appropriate Decision Making Skills
- ☐ 11. Solve Problems
- ☐ 12. Develop Positive Attitudes Toward School and Learning Styles
- ☐ 13. Make Decisions about Educational Opportunities
- ☐ 14. Behave Responsibly in School
- ☐ 15. Prepare to Find a Job

Rank the five (5) most important goals you checked above. Number 1 is the most important. Number 5 is the least important.

_____

_____

_____

_____

_____

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Juneau School District Counseling Program

# PARENT/TEACHER NEEDS ASSESSMENT

In order to develop a counseling program that meets the needs of the community it serves, we need your ideas concerning guidance and counseling for your school.

PARENT ☐ TEACHER ☐ Grade: _____ School: _____ OTHER ☐

SCHOOL/SCHOOLS YOUR CHILDREN ATTEND: _____ DATE: _____

GRADES YOUR CHILDREN ARE ENROLLED IN: _____ SEX: F ☐ M ☐ RACE: _____

DIRECTIONS: Please circle the degree of importance that you would assign to each of the following goals. Circle the number on the left indicating the importance of the goal to you. Next, consider the extent to which the goal is presently being met and circle the appropriate number on the right.

| Importance of Goal | | Presently Being Met |
|---|---|---|
| 4 = Critical<br>3 = Important<br>2 = Low<br>1 = Is Not A Need | It would be great if the students in our school could make the following statements: | 4 = Fully Met<br>3 = Partially Met<br>2 = Needs More Emphasis<br>1 = Not Being Met |
| 4 3 2 1 | **1. Understand, Accept, and Respect Self**<br>I am aware of, understand, and respect who I am. I can care for my physical and mental health. I know what is important to me. I appreciate my uniqueness. | 4 3 2 1 |
| 4 3 2 1 | **2. Understand, Respect, and Get Along With Others**<br>I can start and maintain good relationships with friends and adults. | 4 3 2 1 |
| 4 3 2 1 | **3. Communicate Effectively**<br>I can express myself and listen in an appropriate manner. Other people can understand my communications. I can understand how different communications affect feelings. | 4 3 2 1 |
| 4 3 2 1 | **4. Behave Responsibly In The Family**<br>I know the responsibilities everyone in our family has. I know the ways family members can work together to be an effective family. I recognize that family members are different in many ways. | 4 3 2 1 |
| 4 3 2 1 | **5. Develop Group and Leadership Skills**<br>I know who are the leaders in the school, community, and the world. I know what it takes to be a leader. I know how and where I can contribute in a school or community group. I understand how groups can function effectively. | 4 3 2 1 |

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| Importance of Goal | It would be great if the students in our school could make the following statements: | Presently Being Met |
|---|---|---|
| 4 = Critical<br>3 = Important<br>2 = Low<br>1 = Is Not A Need | | 4 = Fully Met<br>3 = Partially Met<br>2 = Needs More Emphasis<br>1 = Not Being Met |
| 4 3 2 1 | **6. Solve Problems**<br>I can identify problems. I know a process for solving problems. I know what stress is and ways to deal with it appropriately. I know how to make good decisions. | 4 3 2 1 |
| 4 3 2 1 | **7. Make appropriate Decisions About Drugs & Alcohol**<br>I know the effects and penalties for drug and alcohol abuse. I can say "No" when my friends want me to use drugs. I know drugs and alcohol affect relationships. | 4 3 2 1 |
| 4 3 2 1 | **8. Make Appropriate Decisions About Personal Safety**<br>If there was abuse at home, I could find safe adults to help me. I know what to do if someone bothers me. I know the difference between good touches and bad touches. I can recognize situationsful to me. | 4 3 2 1 |
| 4 3 2 1 | **9. Use Appropriate Desion-Making Skills**<br>I can use a decision-making process. I can predict the possible outcomes of my decisions. I accept responsibility for my decisions. I know the importance of looking at alternatives in making a decision. | 4 3 2 1 |
| 4 3 2 1 | **10. Manage Change Successfully**<br>I can identify changes caused by my growing up. I can identify changes in my environment. I know how these changes can affect me. I have ideas on how to manage these changes. I can predict sone future changes in my life. | 4 3 2 1 |
| 4 3 2 1 | **11. plan and Prepare for a Satisfying Life**<br>I know my interests, capabilities, and values. I can set personal goals. I can analyze progress towards a goal. I have explored different careers. I can make future plans based on what is best for me. | 4 3 2 1 |
| 4 3 2 1 | **12. Explore, Plan, and Prepare for a Career**<br>I know what "work" is and can explain why it is important. I know what a "stereotype" is. I have taken a test that tells me my interests. I can plan high school classes that will help me achieve my career goals. I know how to get the training I need after high school. | 4 3 2 1 |

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| Importance of Goal | | Presently Being Met |
|---|---|---|
| 4 = Critical<br>3 = Important<br>2 = Low<br>1 = Is Not A Need | It would be great if the students in our school could make the following statements: | 4 = Fully Met<br>3 = Partially Met<br>2 = Needs More Emphasis<br>1 = Not Being Met |
| 4 3 2 1 | **13. Prepare for Finding a Job**<br>I know what a responsible worker is. I know how to get a job. I know how supply and demand affects the number of jobs. | 4 3 2 1 |
| 4 3 2 1 | **14. Recognize Opportunities in the Community**<br>I know what a community is. I can use my leisure time in a way that will benefit me and my community. I know how the community can help me learn and enjoy my leisure time. | 4 3 2 1 |
| 4 3 2 1 | **15. Behave Responsibly in School**<br>I know my responsibilities in school and accept them. I know why a school needs rules. I am responsible for my behaviors. I know how my behavior affects my future. | 4 3 2 1 |
| 4 3 2 1 | **16. Develop Positive Attitudes Toward School and Learning Styles**<br>I know how to share and cooperate in a group. I know learning is important. I am responsible for my own learning in school. I know how I learn best. | 4 3 2 1 |
| 4 3 2 1 | **17. Make Decisions About Educational Opportunities**<br>I know what educational opportunities are in my future. I am responsible for planning my education future. I know what is needed to receive the college or vocational training that is best for me. I know learning is lifelong. | 4 3 2 1 |

Add any comments you have here:

Thank you for making our school a better place to learn!

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# Roles and Responsibilities

## Counselors' Orientation

Professional school counselors accept responsibility to help **all** students through a systematically delivered comprehensive counseling program. At the same time, they respect each student, strive to understand each student's background and the factors that are influencing his/her present circumstances and maintain optimism about each student's future.

School counselors approach students, parents, teachers, and others with warmth and understanding, an accepting and optimistic attitude about the potentialities of people, and the belief that people can change in positive ways. They are committed to personal change and growth, not only in others, but also in themselves. They have the ability to relate to and effectively communicate with people of all ages and cultural backgrounds. When counselors who demonstrate these personal characteristics and competencies are selected, the probability for having an effective guidance and counseling program is increased.

## Counselors' Background And Training

Most school counselors were teachers first. Thus, they have demonstrated competence as instructors and understand the dynamics of the classroom and the school setting. This initial experience provides the background for their understanding of school-related situations and problems and an understanding of the opportunities available in the school system.

Through coursework leading them to school counselor certification and, typically, the master's degree, professional educators learn and apply through practicum and research experiences, knowledge and skills regarding the counseling program and students to be served. Specifically, they study:

- history, legal and ethical issues,
- processes for implementing a developmental counseling program,
- normal growth and development of children and youth,
- multicultural foundations,
- motivation and learning in the exceptional child,
- counseling theory and methods,
- group procedures,
- consultation,
- student appraisal,
- career development,
- counseling special populations, and
- computer applications in guidance and counseling.

Professional school counselors are committed to continuous professional growth and development; therefore, they develop annual professional growth plans. School districts have a responsibility to provide inservice training for school counselors and to support counselors' participation in other professional development activities.

## Counselors' Professional Relationships

Counselors' responsibilities to provide developmental guidance cause them to be an integral part of the school's instructional team, which includes teachers, administrators and other education specialists such as librarians and reading specialists.

Counselors' responsibilities to help students and their families resolve school-related problems make them an integral part of the school's and district's special services team, which includes school psychologists, social workers, visiting teachers, nurses, and administrators.

Additionally, to augment the developmental counseling program, professional school counselors link with representatives from the business community. To augment the responsive services program, counselors link with representatives from the mental health community.

## Counselors' Roles

When a fully certified school counselor is employed, the administration, faculty, parents, and community should expect the counselor to carry out six basic roles and in a professional and accountable manner. The six roles are:

- Program Management,
- Guidance,
- Counseling,
- Consultation and Student Advocacy,
- Coordination, and
- Assessment

These roles and the responsibility of professionalism are further defined as follows:

### Program Management

School counselors function in the area of guidance program management within the school unit and the school district. Counselors will work with faculty, staff, students, parents, and community members to plan, implement and evaluate a comprehensive program. Counselors must be able to use a planning process to define needs and priorities and to determine appropriate objectives. Counselors must be able to organize

personnel, physical resources, and activities in relation to defined needs, priorities, and objectives. They must also evaluate the guidance program to maintain its contribution to the total educational program.

### Guidance

School counselors provide a proactive, developmental guidance program to all students, from pre-kindergarten through 12th grade, within the school and district in which they are employed. The developmental approach focuses on the "normal" processes of growing up in a complex culture. Multi-cultural issues, individual differences, and problem-centered concerns are taken into account when considering the focus of the developmental guidance program. All students need guidance for maximizing personal growth and development; thus guidance is taught to groups of students.

### Counseling

Counselors apply appropriate theories and techniques to develop and maintain effective individual and group relationships and to provide counseling in response to individuals and small groups with educational, career, personal, and social needs or concerns.

### Consultation and Student Advocacy

Counselors, functioning as consultants, provide professional expertise to assist faculty, staff, administrators, parents, and other community members to understand both individual behavior and human relationships. In addition, counselors interpret relevant information to those persons concerning the development and needs of students.

### Coordination

Counselors as coordinators bring together people and resources in the school, the community and the district for the fullest academic, career, personal, and social development of the students.

### Assessment

Counselors collaborate with other school and district staff to design testing and appraisal programs that help students identify their abilities, aptitudes, achievements, and interests. In addition to test data, other sources of appraisal information include interviews, biographical summaries, academic records, anecdotal records, personal data forms, and records of past experiences. Counselors have knowledge of the principles, practices and limitations of test data, and are ethically bound to treat assessment data as confidential, so that only those with a need to know have access to the information.

In addition to the roles listed above, professional school counselors demonstrate their professionalism by adhering to ethical, legal and professional standards for performance.

## Counselors' Competencies

The competencies used by school counselors to carry out these roles and the comprehensive guidance program components which call upon these competencies are listed below.

| Roles and Competencies | Component |
|---|---|
| 1. Program Management | |
| 1.1 Plan, implement and evaluate a comprehensive program of guidance, including counseling services. | System Support |
| 1.2 Supervise activities of clerical, para-professional, and volunteer personnel. | System Support |
| 2. Guidance | |
| 2.1 Teach the school developmental guidance curriculum. | Curriculum |
| 2.2 Assist teachers in the teaching of guidance related curriculum. | Curriculum |
| 2.3 Contribute to interdisciplinary curriculum development | Curriculum |
| 2.4 Guide individuals and groups of students through the development of educational, career and personal plans. | Individual Planning |
| 3. Counseling | |
| 3.1 Counsel individual students with their concerns. | Responsive Services |
| 3.2 Counsel small groups of students with their concerns. | Responsive Services |
| 3.3 Use accepted theories and techniques appropriate to school counseling. | Responsive Services |

| | |
|---|---|
| 4. Consultation and Student Advocacy | |
| 4.1 Consult with parents, teachers, administrators, and other relevant individuals to enhance their work with students. | Responsive Services<br>Individual Planning |
| 4.2 Represent student needs to others. | Responsive Services |
| 5. Coordination | |
| 5.1 Coordinate with school and community personnel to bring together resources for students. | Responsive Services |
| 5.2 Use an effective referral process for assisting students and others to use special programs and services. | Responsive Services |
| 6. Assessment | |
| 6.1 Participate in the planning and evaluation of the district/campus group standardized testing program. | System Services |
| 6.2 Interpret test and other appraisal results appropriately. | Individual Planning |
| 6.3 Use other sources of student data appropriately for assessment purposes. | Responsive Services |

Counselors' job responsibilities vary depending on the individual's job description established for a specific work setting and counselor-to-student ratio. Although all school counselors are expected to perform in all six roles and in all 16 competencies, not all the competencies listed are necessarily used by a counselor in a given school year. For example, not all school counselors "teach the school developmental guidance curriculum" or "supervise activities of clerical, paraprofessional or volunteer personnel."

It is recommended that each counselor's job description be defined collaboratively by the counselor and the supervisor(s) (i.e., principal and the district counseling administrator) in response to the needs and priorities established in the school's and district's comprehensive counseling program. Following are sample job descriptions for elementary, middle/junior high school, high school, and K-12 school counselors.

# Sample Job Description

**Title: Elementary School Counselor**

**Primary Function:**

To provide a comprehensive counseling program for all children in elementary schools. To consult with teachers, parents and staff to enhance their effectiveness in helping students. To provide support to other elementary educational programs.

**Major Job Responsibilities:**

1. Implement the elementary guidance curriculum;
2. Guide individuals and groups of students through the development of educational, personal, social or career plans;
3. Counsel individuals and small groups of children toward social and emotional growth;
4. Consult with and train teachers, parents and staff regarding children's needs;
5. Refer children with problems and their parents to special programs, specialists and outside agencies;
6. Participate in, coordinate and conduct activities that contribute to the effective operation of the counseling program and school;
7. Participate in and facilitate the intervention team process;
8. Plan and evaluate the counseling program;
9. Pursue continuous professional growth.

**Illustrative Key Duties:**

1. **Implement the elementary guidance curriculum:** conduct classroom guidance activities in each teacher's class and/or systematically conduct developmental counseling groups for each grade level throughout the year; consult with and/or provide resources to teachers to facilitate their instruction of counseling content and to infuse counseling content in the regular education curriculum.
2. **Guide individuals and groups of students through the development of life skills:** work with students in acquiring knowledge about and effective use of skills when

interacting in the home, academic and peer environments.

3. **Counsel individuals and small groups of children toward social and emotional growth:** conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individual or groups of children. Topics may include academic failure, family issues, child abuse, attendance and/or behavior problems, peer problems, and substance abuse. Serve as student advocate and avoid role of disciplinarian.
4. **Consult with and train teachers, parents and staff regarding children's needs:** participate in staffings; conduct inservice programs for faculty; act as a resource person for faculty, staff and parents; conduct conferences with teachers and/or parents; conduct or provide opportunities for parent education programs; write articles for parent newsletters; assist families with school related problems.
5. **Refer children with problems and their parents to special programs, specialists and outside agencies;** consult and coordinate with in-district and community-based specialists, such as school administrators, nurses, school psychologists, community-based psychologists, service agencies, and physicians.
6. **Participate in activities that contribute to the effective operation of the school:** contribute to the school district and individual building goals for enhancing education; conduct inservice training; act as an advocate for groups or individual students as system decisions are made.
7. **Participate in and facilitate the intervention team process;** assume an active role in designing, implementing, monitoring, and adjusting educational plans for individual students.
8. **Plan and evaluate the counseling program:** review the counseling program annually with staff and administration; establish the counseling department Master Calendar; evaluate learning activities as they are implemented; complete an annual counseling program evaluation.
9. **Pursue continuous professional growth:** attend state and local sponsored staff development offerings; join associations; read professional journals and contribute to professional literature; become knowledgeable in Alaskan cross/multicultural issues in education; attend relevant workshops and conferences sponsored by professional organizations; take post-graduate courses; conduct training for staff and other counselors.

## Organizational Relationships:

An elementary school counselor is supervised by the district designee, collaborates with other district counselor(s), and works cooperatively with other school and district staff.

# Sample Job Description

**Title: Middle School Counselor**

**Primary Function:**

Provide a comprehensive counseling program for middle level students; consult with teachers, parents and staff to enhance their effectiveness in helping students; and provide support to other middle level educational programs.

**Major Job Responsibilities:**

1. Implement the middle level school guidance curriculum through delivery of classroom units and infusion in content areas;
2. Guide individuals and groups of students through the development of educational and career plans;
3. Counsel individuals and small groups of students toward social and emotional growth;
4. Consult with and train teachers, parents and staff regarding needs of middle level students;
5. Refer children with problems and their parents to specialprogram, specialists and outside agencies;
6. Participate in, coordinate and conduct activities that contribute to the effective operation of the counseling program and school;
7. Participate in and facilitate the intervention team process;
8. Plan and evaluate the counseling program; and
9. Pursue continuous professional growth.

**Illustrative Key Duties:**

1. **Implement the middle level school guidance curriculum:** conduct developmental lessons in classroom settings in conjunction with teaching staff; consult with and/or be a resource person to teachers to facilitate the infusion of counseling content into the regular education curriculum.

2. **Guide individuals and groups of students through the development of educational and career plans:** provide orientation activities to incoming students; guide 8th graders in the development of their "High School Four Year Plans"; collaborate with elementary school counselors and high school counselors regarding pre-registration of incoming 6th graders and outgoing 8th graders; plan/coordinate/assist in pre-registration; assist new students with course selection; coordinate career interest assessment administration and interpretation of results; coordinate career education activities.
3. **Counsel individuals and small groups of students toward social and emotional growth:** conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students—recurrent topics include academic failure, child abuse, attendance problems, family issues, substance abuse, suicide prevention and intervention, behavior problems, peer problems, and pregnancy.
4. **Consult with and train teachers, parents and staff regarding the needs of middle level students:** participate in/conduct staffings; conduct inservice programs for faculty; conduct conferences with teachers, parents, and students; conduct or provide opportunities for parent education programs; write articles for parent newsletters; assist families with school related problems.
5. **Refer students with problems and their parents to special programs, specialists and outside agencies:** consult and coordinate with in-district and community specialists, such as school nurses, administrators, school psychologists, community-based psychologists, service agencies, and physicians.
6. **Participate in activities that contribute to the effective operation of the school:** contribute to individual and district goals for enhancing education; cooperate with other school staff in placing students with special needs in appropriate programs; evaluate student's schedules for appropriate placement; provide input to administration/coordinate campus-wide test administration; act as an advocate for individuals or groups of students as system decisions are made.
7. **Participate in and facilitate the intervention team process;** assume an active role in designing, implementing, monitoring, and adjusting educational plans for individual students.
8. **Plan and evaluate the counseling program:** review the counseling program annually with other members of the counseling department staff; establish the counseling department Master Calendar and complete the Annual Program Plan—Middle School; evaluate strategies as they are implemented; complete the Annual Program Evaluation Report—Middle School.

9. **Pursue continuous professional growth:** attend district sponsored staff development offerings; join associations; read professional journals and contribute to professional literature; become knowledgeable in Alaskan cross/multicultural issues in education; attend relevant workshops and conferences sponsored by professional organizations; take post-graduate courses; conduct training for staff and other counselors.

## Organizational Relationships:

The middle level counselor is supervised by the district designee; works collaboratively with other counselors and counseling staff; and works cooperatively with other school and district staff.

# Sample Job Description

**Title: High School Counselor**

**Primary Function:**

To provide, as a member of the counseling department staff, a comprehensive counseling program for students in grades 9-12 and specifically provide services to meet the needs of their assigned students; consult with teachers, staff and parents to enhance their effectiveness in helping students; and to provide support to other high school educational programs.

**Major Job Responsibilities:**

1. Implement the high school guidance curriculum through delivery of classroom units and infusion in content areas;
2. Guide individuals and groups of students through the development of educational and career plans;
3. Counsel individuals and small groups of students with problems;
4. Consult with teachers, staff and parents regarding the developmental needs of students;
5. Refer students with problems to appropriate program specialist or community agency;
6. Participate in, coordinate and conduct activities that contribute to the effective operation of the counseling program and school;
7. Participate in and facilitate the intervention team process;
8. Plan and evaluate the building counseling program; and
9. Pursue continuous professional growth.

**Illustrative Key Duties:**

1. **Teach the high school guidance curriculum:** conduct learning activities in classroom settings; consult with and/or be a resource person to teachers to facilitate infusion of learning activities into the regular education curriculum.

2. **Guide individuals and groups of students through the development of educational and career plans:** provide orientation activities for students new to the school, e.g., "Brown Bag" lunch sessions; participate in orientation programs for incoming 9th graders; guide 9th and 10th graders in the updating of their "High School 4-Year Plans"; guide 11th and 12th graders to assist them in evaluating their current status and planning their achievement of high school graduation; guide 12th graders to help them develop and take appropriate steps towards implementing their post-high school education and/or career plans; plan/coordinate/assist in pre-registration of 9th, 10th and 11th graders for the following year's program; collaborate with middle school counselors to effect pre-registration of 8th graders for 9th grade; assist students new to the district with course selection; interpret standardized test results and information to students, parents, and teachers; guide groups and individual students in the application of test results and information to their educational and career plans; interpret results of college entrance tests and/or career assessments to groups of students; guide all students to develop career/vocational plans through teaching and/or supervision of career education activities, such as career/counseling center orientations, utilization of the Alaska Career Information System and other counseling center resources; provide a mechanism for the systematic and efficient dissemination of current, accurate information needed by individual students and/or parents as they develop their educational or career plans.
3. **Counsel individuals and small groups of students with problems:** conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students—recurring topics at the high school level include academic failure, attendance and behavior problems, peer problems, family issues, child abuse, substance abuse, suicide threats and attempts, and sexuality issues.
4. **Consult with teachers, staff and parents regarding the developmental needs of students:** participate in staffings; conduct inservice programs for faculty; conduct/facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school-related problems; serve as student advocate.
5. **Refer students with problems to appropriate program specialist or community agency:** consult with and coordinate in-district and community agencies, such as school nurses, administrators, school psychologists, community-based psychologists, service agencies and physicians. Consult with parents regarding referrals.

6. **Participate in, coordinate or conduct activities which contribute to the effective operation of the counseling program and school:** interpret group test results to faculty and staff; contribute to the school's goals for enhancing education in the building; establish effective liaisons with the various instructional departments; serve as an advocate for groups or individual students as decisions are made that will affect those students; work with other school staff in the placement of students with special needs in appropriate programs, including gifted education, special education and vocational education opportunities; participate as a team member in administrating the district testing program.
7. **Participate in and facilitate the intervention team process;** assume an active role in designing, implementing, monitoring, and adjusting educational plans for individual students.
8. **Plan and evaluate the building counseling program:** review the counseling program annually with administration and other staff; establish the counseling department master calendar; document and evaluate guidance learning activities as they are implemented; complete an annual counseling program evaluation.
9. **Pursue professional growth:** attend state and local sponsored staff development offerings; join associations; read professional journals; become knowledgeable in Alaskan cross/multicultural issues in education; attend relevant workshops and conferences sponsored by professional organizations; take post-graduate courses; contribute to professional literature; and conduct training for staff and other counselors.

## Organizational Relationships:

The high school level counselor is supervised by the district designee; works collaboratively with other counselors and counseling staff; and works cooperatively with other school and district staff.

# Sample Job Description

**Title: K-12 School Counselor**

## Primary Function:

To provide a comprehensive counseling program for all children in K - 12 schools. To consult with teachers, parents and staff to enhance their effectiveness in helping students. To provide support to other school educational programs.

## Major Job Responsibilities:

1. Implement the guidance curriculum;
2. Guide individuals and groups of students through the development of educational, personal, social, or career plans;
3. Counsel individuals and small groups of students with problems;
4. Participate in and facilitate the intervention team process;
5. Consult with and train students, parents and staff regarding the developmental needs of students;
6. Refer students with problems to special programs, specialists and outside agencies;
7. Participate in, coordinate and conduct activities that contribute to the effective operation of the school and counseling program;
8. Plan and evaluate the counseling program;
9. Pursue continuous professional growth.

## Illustrative Key Duties:

1. **Implement the guidance curriculum:** conduct classroom lessons in each teacher's class and/or systematically conduct developmental counseling groups for each grade level throughout the year; consult with and/or provide resources to teachers to facilitate their instruction of counseling content; participate in interdisciplinary curriculum teams.
2. **Guide individual and groups of students through the development of educational and career exploration:** work with teachers in preparation for transition from one

school to another. Conduct/coordinate/oversee career awareness activities and participate in the beginning-of-the-year orientation activities.

3. **Counsel individuals and small groups of students with problems:** conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individual or groups of children. Topics may include academic failure, family issues, child abuse, attendance and/or behavior problems, peer problems, and substance abuse.
4. **Participate in and facilitate the intervention team process;** assume an active role in designing, implementing, monitoring, and adjusting educational plans for individual students.
5. **Consult with and train teachers, parents and staff regarding students' needs:** participate in staffings; conduct inservice programs for faculty; act as a resource person for faculty, staff and parents; conduct conferences with teachers and/or parents; conduct or provide opportunities for parent education programs; write articles for parent newsletters; assist families with school-related problems; serve as student advocate and resource for guidance/counseling issues and concerns.
6. **Refer students with problems and their parents to special programs, specialists, and outside agencies:** consult with and coordinate in-district and community-based specialists, such as school administrators, nurses, school psychologists, community-based psychologists, service agencies, and physicians.
7. **Participate in activities which contribute to the effective operation of the school:** contribute to the school district and individual building goals for enhancing education. Act as an advocate for groups or individual students as system decisions are made.
8. **Plan and evaluate the counseling program:** review the counseling program annually with the other staff and administration; establish the counseling department Master Calendar; document and evaluate guidance learning activities as they are implemented; complete an annual counseling program evaluation.
9. **Pursue professional growth:** attend state and local sponsored staff development offerings; join associations; read professional journals; become knowledgeable in Alaskan cross/multicultural issues in education; attend relevant workshops and conferences sponsored by professional organizations; take post-graduate courses; contribute to professional literature; conduct training for staff and other counselors.

## Organizational Relationships:

A K-12 counselor is supervised by the district designee, collaborates with other district counselor(s); and works cooperatively with other school and district staff.

# Guidelines for Evaluating the Comprehensive Counseling Program

## Rationale and Purpose

Evaluation serves as a critical component of a comprehensive counseling program and ensures accountability. The purpose of evaluation is to determine the value of the program, its activities and staff in order to make decisions or to take actions regarding the future. Evaluation will measure delivery of services (process evaluation) and outcomes (product evaluation). This ongoing process provides information to ensure continuous improvement of the counseling program.

Evaluation is an eight-step process:

1. State the evaluation questions;
2. Determine the audiences and uses for the evaluation;
3. Gather data to answer the questions;
4. Apply predetermined standards;
5. Draw conclusions;
6. Consider the context;
7. Make recommendations; and
8. Act on the recommendations.

Because counselors and the counseling program play a vital role in assisting teachers and other staff to integrate counseling objectives with other instructional goals and objectives, the evaluation should be a collaborative effort among all those involved in the program. Evaluation activities enable counselors and others to:

- determine the impact of the counseling program on students, faculty, parents, and school climate;
- identify what remains to be accomplished;
- identify effective components of the program;
- eliminate or improve less effective components of the program;
- adapt and refine the counseling program and implementation process;
- identify unintended consequences of the program (both positive and negative);
- identify other areas that need to be addressed;
- establish goals for the counselors' professional development;
- determine staffing needs and workload adjustments;

- determine additional resources required to carry the program forward; and
- provide accountability information to the school community.

## Basis of the Evaluation

The program definition and design provides clear standards for evaluation of both the program and the staff who conduct it. The program definition identifies the students or other persons and groups served by the program, identifies the competencies acquired as a result of participation in the program, and describes how the program is organized to help students learn and use these competencies. The definition also dictates the appropriate roles for the school counselor; the job description specifies those roles for carrying out each counselor's specific responsibilities when implementing the program. The design outlines the program's structure and priorities, such as determining the primary outcomes to be achieved.

## Questions to Be Answered Through Evaluation

In this section, four categories of evaluation questions are suggested as a minimum number for evaluating the effectiveness of the comprehensive counseling program.

1. How effective have the program improvements been?
2. Does the program meet the program standards?
3. Have students become competent in the high priority content areas?
4. How well are counselors performing their roles?

At the local level, additional questions may be generated.

Considerations for answering the four categories of questions in evaluating the comprehensive counseling program and the school counselor staff are provided below.

**1. How effective have the program improvements been?**

Program improvement identifies the objectives and strategies to be accomplished through implementation of a list of tasks within an expressed timeline. It provides a basis for determining whether the objectives and the timelines were met. Further, it supports judgments as to the effectiveness of the improvements in attaining goals and provides the basis for the next set of program improvements.

As a result of designing program improvements, new expectations for counselor performance emerge. These expectations form the basis for the setting of professional growth goals by school counselors. Similar to program improvement plans, profes-

sional growth plans establish the objectives for developing specific skills or knowledge, identify the strategies for attaining the objectives, and specify the time lines.

2. **Does the program meet the program standards?**

A fully implemented and supported counseling program will have a measurable impact on students, parents, faculty, and the school climate. Because evaluation is based on explicitly stated standards, data collection and analysis will describe the level of implementation of the program. The effectiveness of the counseling program can be evaluated according to standards in the following areas:

- **Personal and Career Development Curriculum:**
  The specific curriculum standards to be emphasized, specific competencies to be developed, and age-appropriate outcomes to be reached by students.
- **Responsive Services:**
  Systematic and timely response to requests from students.
- **Individual Planning:**
  Listing of activities that facilitate individual planning at priority grade levels.
- **System Support:**
  Listing of activities and programs that best meet the school community's needs and use the counselors' professional skills.

Examples of quantitative design standards are the same for each component of the counseling program. The standards are expressed in terms of (a) numbers of students/staff/parents served by each program component, (b) percentage of counselor time allocated to each component and (c) amount of time counselors dedicated toward each of the professional competencies.

A data-gathering process ascertains whether the program standards have been met. Assessment by pre-activity versus post-activity comparisons, short answer questionnaires, essays, improved attendance, test scores and grades, and improved student behaviors provide quantitative data; attitude surveys, verbal feedback, parent and teacher observations, case studies, and checklists provide qualitative data about the impact of the program.

Data to demonstrate implementation of the **Personal and Career Development Curriculum** activities might include information about the guidance curriculum schedule, the number of students and classes that received services, and the demonstrated competencies achieved by the students.

**Responsive Services** performed by the counselor might be a tally of students seen individually and in groups, the kinds of concerns they had, and the number of referrals

to other agencies and alternative programs. The number of parent consultations that were conducted and the kinds of concerns they had such as schedules and other in-school concerns, family problems, and/or student behavior should also be collected. Information regarding client satisfaction and time lapse between request and follow-through is useful in determining the optimum student/counselor ratio.

**Individual Planning** can be demonstrated by listing the types of information and activities provided for each grade level and the student plans and/or schedules that result from those activities.

**System Support** can be demonstrated by a listing of involvement in schoolwide or district-wide activities, either as a leader or participant, the number of clients served, the kinds of consultation provided and level of satisfaction, and the individual professional development plan developed by the counselor.

3. **Have students become competent in the high priority content areas?**

Evaluating student competency development in a counseling program is critical to keeping the program efforts on target and efficient while simultaneously making the best use of resources available. Effective evaluation must be carefully planned to include assessing needs, developing goals, targeting competencies, specifying outcomes by grade level, and setting objectives for specific activities.

Measurement of students' learning in a counseling program can be done both quantitatively and qualitatively. Data can be gathered both formally and informally. The measurement technique must be appropriate to the objective being measured.

| Learning Domain | The Measurement Technique |
|---|---|
| Cognitive | Tests: objective, true-false, multiple choice, matching, short answers, essays, academic grades |
| Affective | Structured reaction questionnaires, open-ended questions, ratings, checklists, rankings, multiple choice, inventories, art work, attitude surveys |

Other methods that can be used to gather multifaceted data about student growth include case studies, pretest-posttest comparisons, participant-nonparticipant (control group) comparisons, goal-attainment scaling, and follow-up studies.

4. **How well are the counselors performing their roles?**

Because the quality of the counseling program is inextricably linked with the performance of the school counselor, counselor performance evaluation is critical to the improvement and maintenance of the comprehensive counseling program. The comprehensive program framework also includes standards for the counselor's job performance, expressed in the roles of the professional school counselor and in each counselor's specific job description in the local program.

Using the counselor's job description as a guide, a relevant performance evaluation system and instrument can be used. School counselors should be appropriately supervised. Whenever possible, evaluations of school counselors' performance should be the responsibility of certified counselors or someone specifically trained in school counselor supervision and evaluation.

The goal of performance evaluation is for each staff member to reach optimum competence in using their professional skills. Delineating these skills and using them as indicators of quality performance are critical to meaningful counselor evaluation. Based on the standards and on observable and measurable behaviors, counselors' performance is rated from satisfactory to needs improvement.

As with the other kinds of evaluation, the purpose of a counselor performance evaluation system and the evaluation instrument is to provide data and a vehicle for drawing conclusions and making decisions/recommendations/plans. A primary use of counselor performance evaluation is to identify competencies that are strong and those that need strengthening for each counselor, with the latter becoming targets for professional growth plans.

A counselor performance evaluation is based on roles and related competencies needed to implement a comprehensive counseling program. The evaluation instrument used should be tailored to fit the local program and designated roles and responsibilities of the counselors. This section includes a sample Counselor Performance Evaluation Form.

## Audiences and Uses for the Evaluation

Once questions to be answered by the evaluation have been developed, the next step in the evaluation process is to determine who will receive the evaluation results and who will use the evaluation results.

The evaluation results should be reported to:

1. those who have been recipients of the program, such as students, parents and teachers;

2. those who have implemented the program, such as counselors;
3. those who have administered or set policy, such as administrators, superintendents, school board members; and
4. those who have supported the program either financially or personally, such as the advisory group, volunteers and community groups.

Evaluation results should be used to make program improvements. Counselors and administrators will use the results to make modifications to the program and to compare the implemented program with program standards. Administrators and policy-makers will utilize evaluation findings to make decisions about the content, quality, and effectiveness of the services and to allocate financial and staffing resources for the program. They also will utilize the information to describe the program to the community and to seek the community's support for program improvements.

## Conclusion

In summary, evaluation is a process of program renewal. It begins with the development of questions to be answered by the evaluation and ends with making and acting on the recommendations generated by the findings. The evaluation process:

- is based on explicitly stated standards;
- uses data to answer the evaluation questions;
- draws conclusions after analyzing the data and the context in which the data was gathered;
- answers questions about the effectiveness of the whole counseling program and of the four individual components of the program; and
- is the basis for making decisions about future program improvements and directions.

Following are samples of a Counselor Performance Evaluation form, Program Evaluation Self-Study, and a listing of materials for the Documentations file.

# Counselor Performance Evaluation Form

NAME_____

SCHOOL_____

REVIEW PERIOD: FROM_____ TO_____ DATE COMPLETED

EVALUATION: FALL SPRING

| | Needs Improvement | Satisfactory |
|---|---|---|
| 1. Implements the GUIDANCE CURRICULUM through effective instructional skills and careful planning of student group sessions (classroom activities, group activities), including: | | |
| a. effective use of instructional techniques. . . . . | | |
| b. effective use of learning activities. . . . . | | |
| c. contributes to interdisciplinary curriculum team effort to integrate competencies . . . . . | | |
| d. active involvement of students in learning . . . . . | | |
| e. selection of competencies consistent with identified student needs and district goals. . . . . | | |
| f. evidence of student competency attainment. . . . . | | |

COMMENTS: _____

_____

_____

| | | |
|---|---|---|
| 2. Implements INDIVIDUAL STUDENT PLANNING through effective use of guidance/counseling skills (individual appraisal, individual advisement and placement) including: | | |
| a. careful planning of sessions. . . . . | | |
| b. presentation of accurate, relevant, unbiased information . . | | |
| c. involvement of students in personalized educational and career planning . . . . . | | |
| d. accurate and appropriate test result interpretation. . . . . | | |
| e. selection of individual planning activities consistent with identified student needs and district goals. . . . . | | |

COMMENTS: _____

_____

_____

| | | |
|---|---|---|
| 3. Implements RESPONSIVE SERVICES (consultation, personal counseling, crisis counseling, and referral skills), including: | | |
| a. proper identification of problems and issues to be resolved | | |
| b. selection and use of counseling, consulting and referral interventions appropriate to students' problems and circumstances. . . . . | | |
| c. works with parents to help them better understand their children and provide effective guidance. . . . . | | |
| d. conducting well-planned and goal-oriented sessions. . . . . | | |
| e. use of small group and individual techniques that are appropriate to the topic and to students' needs and abilities. . . . | | |

| Needs Improvement | Satisfactory |
|---|---|
| | |
| | |
| | |

3. Implements RESPONSIVE SERVICES (consultation, personal counseling, crisisis counseling and referral skills), including:
   f. active involvement of clients in the counseling, consulting and referral process. . . . . .
   g. timely follow-up . . . . . .
   h. provision of services consistent with identified student needs and district goals . . . . . .

COMMENTS: _____

_____

_____

4. Implements SYSTEM SUPPORT through effective program monitoring and management as well as providing necessary support for other programs, such as:
   a. providing a comprehensive and balanced counseling program. . . . . .
   b. selecting program activities which meet identified, priority areas and are consistent with building and district goals . . . .
   c. collecting evidence that students achieve meaningful outcomes from program activities . . . . . .
   d. operating within established procedures, policies, and priorities . . . . . .
   e. working cooperatively with school staff and community to garner support for the counseling program . . . . . .
   g. implementing programs that explain the school counseling program . . . . . .
   h. attending to ideas and concerns regarding the counseling program . . . . . .

COMMENTS: _____

_____

_____

5. Non-Guidance Issues
   a. contributing to organizational solutions outside of assigned responsibilities . . . . . .
   b. providing leadership in building or district inservice activities and sharing skills, training and knowledge . . . . . .
   c. supporting building administration policies and goals
   d. supporting district policies and goals . . . . . .

COMMENTS: _____

_____

_____

# Sample Program Evaluation Self-Study

**Counseling Department Staff:**

_____
_____
_____
_____
_____
_____
_____

## I. Description of School, Community and Counseling Program

**Current Enrollment:** _____

**# Students/Grade Level:**

| GRADE | NUMBER |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**Generalization of Socio-Economic status of student body:** _____
_____
_____

**Ethnic Composition of Student Body by Percentage:**

| | | | |
|---|---|---|---|
| Alaska Native/American Indian | _____ | Caucasian | _____ |
| Asian American | _____ | Hispanic | _____ |
| Black | _____ | Other | _____ |

**Generalization of Educational Level of Students (Based on School Summary Report of Standardized Test Results):**

Achievement: _____

Language Arts/Verbal: _____

Math: _____

**Number of Faculty:** _____

**Other School District Specialists Available to Students:**

| | NUMBER | SPEECH | NURSE | PSYCH | SCHOOL SOCIAL WORKER |
|---|---|---|---|---|---|
| NUMBER | | | | | |
| % OF TIME AVAILABLE | | | | | |

**Definition of Counselor Caseload:**

# of Counselors: _____

# of Counselees per Counserlor: _____

**If More Than One Counselor, What Are the Counselor Caseload Assignments:**

_____

_____

_____

_____

**If Counselors Have Additional Special Assignments (e.g., Testing Coordinator), Please List Them Below:**

_____

_____

_____

_____

**Delivery of the Comprehensive School Counseling Program for the School Year was as Follows (By Percentages):**

| Component | Percentage |
|---|---|
| Personal & Career Development Curriculum | _____ |

| Component | Percentage |
|---|---|
| Individual Planning | _____ |
| Responsive Services | _____ |
| System Support | _____ |
| Non-Counseling Activities | _____ |

## II. Structural Components: Program Philosophy and Planning

**Rating Scale:**

**na** = Does not apply
**1** = Not satisfactory
**2** = Below Expectations
**3** = Satisfactory
**4** = Exceeds Expectations
**5** = Clearly Outstanding

| Description | |
|---|---|
| 1. The program is based on an assessment of student needs. | na 1 2 3 4 5 |
| 2. The program is based on an assessment of community needs. | na 1 2 3 4 5 |
| 3. The philosophy of the program is written and includes rationale, assumptions and definition. | na 1 2 3 4 5 |
| 4. Priorities for student skill development are established for each grade level. | na 1 2 3 4 5 |
| 5. The program has an annual plan which, for the most part, is followed. | na 1 2 3 4 5 |
| 6. There is a School Counseling Advisory Council. | na 1 2 3 4 5 |
| 7. The program is evaluated annually. | na 1 2 3 4 5 |

**Evaluation of Program Philosophy and Planning:**

1. Major strengths:

2. Items in greatest need of strengthening:

**Plans for improvement of Program Philosophy and Planning:**

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

## III. Personal and Career Development Curriculum

**Rating Scale:**
**na** = Does not apply
**1** = Not satisfactory
**2** = Below Expectations
**3** = Satisfactory
**4** = Exceeds Expectations
**5** = Clearly Outstanding

| Description | |
|---|---|
| 1. All students are assisted in a systematic way to develop knowledge, understanding and skills identified as necessary to enhance their personal, social, career and educational development. | na 1 2 3 4 5 |
| 2. Developmentally appropriate student competencies are specified for each grade level grouping. | na 1 2 3 4 5 |
| 3. Competency selection is based on an assessment of student needs. | na 1 2 3 4 5 |
| 4. The curriculum is delivered through classroom and group activities. | na 1 2 3 4 5 |
| 5. Teachers are augmenting curriculum by infusing appropriate learning activities into their regular classroom instruction. | na 1 2 3 4 5 |
| 6. Facilities and equipment used to conduct curriculum activities are adequate. | na 1 2 3 4 5 |

| | |
|---|---|
| 7. Sufficient materials are available to support the curriculum. | na 1 2 3 4 5 |
| 8. Student competencies provided from specific learning activities are assessed systematically. | na 1 2 3 4 5 |
| 9. Effectiveness of the curriculum for each grade level is evaluated annually. | na 1 2 3 4 5 |

**Evaluation of Guidance Curriculum:**

1. Major strengths:

2. Items in greatest need of strengthening:

**Plans for Improvement of Guidance Curriculum:**

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

## IV. Individual Student Planning

**Rating Scale:**
**na** = Does not apply
**1** = Not satisfactory
**2** = Below Expectations
**3** = Satisfactory
**4** = Exceeds Expectations
**5** = Clearly Outstanding

**Description:**

| | |
|---|---|
| 1. All students are provided information and assisted in applying the competencies necessary to make plans and to take the next appropriate steps toward their established personal and/or career goals. | na 1 2 3 4 5 |
| 2. Individual student planning activities are related to pertinent learning activities in the *Personal and Career Development Curriculum*. | na 1 2 3 4 5 |
| 3. There is a systematic approach to helping students make appropriate educational plans. | na 1 2 3 4 5 |
| 4. There is a systematic approach to helping students understand themselves through effective interpretation of standardized and individual test results. | na 1 2 3 4 5 |
| 5. Individual student planning activities are implemented through effective use of:<br>a. individual appraisal<br>b. individual advisement<br>c. placement | na 1 2 3 4 5 |
| 6. Accurate, appropriate, and effective printed information is distributed to support the Individual Student Planning efforts of students and their parents. | na 1 2 3 4 5 |
| 7. Facilities and equipment available for conducting Individual Student Planning activities are adequate. | na 1 2 3 4 5 |
| 8. Student competencies gained from individual planning activities are assessed yearly. | na 1 2 3 4 5 |

**Evaluation of Individual Student Planning:**

1. Major strengths:

2. Items in greatest need of strengthening:

**Plans for Improvement of Individual Student Planning:**

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

## V. Responsive Services

**Rating Scale:**
**na** = Does not apply
**1** = Not satisfactory
**2** = Below Expectations
**3** = Satisfactory
**4** = Exceeds Expectations
**5** = Clearly Outstanding

**Description:**

| | |
|---|---|
| 1. Students in need are assisted in solving immediate problems that interfere with their personal, social, career and educational development. | na 1 2 3 4 5 |
| 2. A balance of service is maintained for students with preventive and remedial level needs. | na 1 2 3 4 5 |
| 3. There is systematic provision of Responsive Services as follows:<br>a. Consultation<br>b. personal counseling<br>c. crisis counseling<br>d. referral | na 1 2 3 4 5 |
| 4. Services are provided on the basis of assessed student needs. | na 1 2 3 4 5 |
| 5. The counseling department maintains an adequate list of referral resources. | na 1 2 3 4 5 |

| | |
|---|---|
| 6. Counselors maintain regular and effective communication with community agencies, including follow-up on referrals. | na 1 2 3 4 5 |
| 7. Counselors are accessible to students with problems. | na 1 2 3 4 5 |
| 8. Facilities and equipment available for delivering Responsive Services are adequate. | na 1 2 3 4 5 |
| 9. Materials available to support implementation of the Responsive Services activities are assessed regularly. | na 1 2 3 4 5 |

**Evaluation of Responsive Services:**

1. Major strengths:

2. Items in greatest need of strengthening:

**Plans for Improvement of Responsive Services:**

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

## VI. System Support

**Rating Scale:**
**na** = Does not apply
**1** = Not satisfactory
**2** = Below Expectations
**3** = Satisfactory
**4** = Exceeds Expectations
**5** = Clearly Outstanding

## Description

| | |
|---|---|
| 1. Administrative procedures provide for appropriate use of the counselor(s) professional skills. | na 1 2 3 4 5 |
| 2. Counselor involvement in non-counseling activities is minimal or appropriate. | na 1 2 3 4 5 |
| 3. Counselor(s) are provided with professional growth opportunities. | na 1 2 3 4 5 |
| 4. Department paraprofessional staff provide needed support to counseling staff. | na 1 2 3 4 5 |
| 5. Time is provided for counseling program activitiy planning and evaluation. | na 1 2 3 4 5 |
| 6. An appropriate budget is provided to the counseling department by the administration. | na 1 2 3 4 5 |
| 7. Facilities and equipment are available and adequate for effective implementation of the program. | na 1 2 3 4 5 |
| 8. Counselor(s) are provided sufficient access to students so that time is available to implement effective counseling program activities. | na 1 2 3 4 5 |
| 9. Opportunities are provided and taken for counselor(s) to explain the counseling program to staff, administration, the school board, and the community. | na 1 2 3 4 5 |

**Evaluation of System Support:**

1. Major strengths:

2. Items in greatest need of strengthening:

**Plans for Improvement of System Support:**

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

## VII. Summary of Counseling Program Evaluation-Self Study

Documentation file is established and contains relevant documents. **na 1 2 3 4 5**

**Evaluation of Overall Plan:**

1. Prioritized list of major strengths:

2. Prioritized list of items in greatest need of strengthening:

**Plans for Improvement of Overall Plan:**

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

# Documentation File

**A. Documented Counseling Program to include as a minimum:**

1. Definition of Program
2. Philosophy of Program
3. Job Descriptions at all levels
4. Organizational chart as appropriate
5. Description of Curriculum Component
6. Description of Individual Planning Component
7. Description of Responsive Services Component
8. Description of System Support Component

**B. Board of Education Assurances Supporting Program Implementation.**

**C. Board of Education Policy Statement adopting the comprehensive counseling program.**

**D. List of advisory council members from the counseling program.**

1. Length of time on council for each member.
2. Description of plan to rotate membership.
3. Copies of meeting agendas and minutes of advisory council meetings.

**E. Needs Assessment Data**

1. Copies of instruments used for data collection.
2. Description of sampling procedure.
3. Summary of needs assessment data.
4. Identification of goals and competencies based on needs assessment data.

**F. Copies of guidance curriculum units (Guidance Learning Activities), and details of Individual Planning, Responsive Services and System Support components utilized to meet needs of students by grade level.**

**G. Time and Task Analysis Information**

1. Forms or methods used to collect time and task analysis information.
2. Summary sheet showing distribution of time by program component as well as non-counseling activities.
3. Completed time distribution form.

**H. Counseling Program Master Calendar**

1. Detailed program plan placed on master calendar to show 100% of time being utilized in counseling program area.

# APPENDICES
# TABLE OF CONTENTS

*POSITION STATEMENT: MULTICULTURAL COUNSELING*

*SAMPLE GUIDANCE ACTIVITY OUTLINE*

*TIME AND TASK CHARTS*
*15 MINUTES*
*30 MINUTES*

*GANTT CHART FOR ANNUAL PLAN*

*SAMPLE MONTHLY CHART*

*BIBLIOGRAPHY*

# Position Statement

## MULTICULTURAL COUNSELING

(Adopted 1988)

The American School Counselor Association recognizes cultural diversities as important factors deserving increased awareness and understanding on the part of all school personnel, especially the school counselor.

A definition of cross/multi-cultural counseling is the facilitation of human development through the understanding and appreciation of cultural diversities with respect to language, values, ethics, moral and racial variables.

The American School Counselor Association encourages school counselors to take action to assure students of culturally diverse backgrounds access to appropriate services and opportunities which promote maximum development. Counselors may utilize the following strategies to increase the sensitivity of students and parents to culturally diverse persons and enhance the total school and community environment.

1. Conduct self-examinations of personal values, attitudes and beliefs toward cultural diversity.

2. Maintain awareness of concepts and techniques with a current library of cultural information.

3. Foster the interest of culturally diverse students in careers that have been traditionally closed.

4. Continue to upgrade materials utilized in the awareness and sensitivity groups.

5. Provide educational awareness workshops for teachers and culturally diverse parents at the local PTO/PTA meetings.

6. Develop a resource list of educational and community support services to meet the socioeconomic and cultural needs of culturally diverse students and their families.

7. Conduct student small groups to enhance self-esteem and cultural awareness.

8. Conduct classroom activities which develop acceptance and appreciation of cultural diversities.

9. Work within the larger community to identify cultural diversities and assist in the development of community-based programs that will propagate community acceptance of all culturally diverse populations in the larger population.

School counselors can encourage school districts to implement the following strategies to increase awareness of culturally diverse populations.

1. Include culturally diverse parents on curriculum development planning boards, committees and other school projects.

2. Provide awareness workshops for faculty and staff on culturally diverse people.

3. Incorporate culturally diverse family resources into the educational process.

4. Develop workshops for culturally diverse parents to educate them on the school system's philosophy of education.

5. Promote schoolwide activities that focus on individual differences and contributions made by cultural diverse persons.

6. Provide liaison services to facilitate communication between diverse populations in the school and community.

7. Adopt classroom materials that are free of culturally biased information and urge classroom teachers not to utilize any material of that caliber.

School counselors have the responsibility of insuring that the special needs of all students are met. Counselors have the skills necessary to consult with school personnel to identity alienating factors in attitudes and policies that impede the learning process. School counselors need to strive to insure that the rights of all students are preserved so as to maximize their potential in an environment that supports and encourages growth and development of the person.

AMERICAN SCHOOL COUNSELOR ASSOCIATION
5999 STEVENSON AVENUE
ALEXANDRIA, VIRGINIA 22304
**PH: 703/823-9800**

# Guidance Activity Outline

Following is a tool to document guidance lessons and build your curriculum.

Title:

Grade Level:
Activity No.

Curriculum Area:

Student Competencies:

Description of Activity:

1. Purpose
2. Objectives
3. Procedures
4. Evaluation Methods
5. Follow Up

Activity Requirements:

1. Number of Students
2. Time
3. Classroom Setting

4. Teaching Approach

5. Materials and Resources

6. Equipment

7. Room Arrangement

Tips

Rate effectiveness of this activity in meeting learning objectives:

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Needs Improvement | | Effective | | Extremely Effective |

School: _____

Counselor: _____ Phone: _____

Attach copy of detailed Lesson Plan and Handouts.

# TIME AND TASK ANALYSIS LOG
# 15 MINUTE INTERVALS

| CATEGORIES | CURRICULUM | INDIVIDUAL PLANNING | RESPONSIVE SERVICES | SYSTEM SUPPORT | NON-COUNSELING ACTIVITIES |
|---|---|---|---|---|---|
| EXAMPLES OF ACTIVITIES | CLASSROOM ACTIVITIES, GROUP ACTIVITIES, CURRICULUM DEVELOPMENT | INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION | CONSULTATION, PERSONAL COUNSELING, SMALL GROUPS INDIVIDUAL COUNSELING CRISIS COUNSELING REFERRAL | RESEARCH, STAFF/ COMMUNITY DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION | BUS DUTY, LUNCHROOM DUTY BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S |
| 7:00 - 7:15 | | | | | |
| 7:15 - 7:30 | | | | | |
| 7:30 - 7:45 | | | | | |
| 7:45 - 8:00 | | | | | |
| 8:00 - 8:15 | | | | | |
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| 10:15 - 10:30 | | | | | |
| 10:30 - 10:45 | | | | | |
| 10:45 - 11:00 | | | | | |

| CATEGORIES | CURRICULUM | INDIVIDUAL PLANNING | RESPONSIVE SERVICES | SYSTEM SUPPORT | NON-COUNSELING ACTIVITIES |
|---|---|---|---|---|---|
| 11:00 - 11:15 | | | | | |
| 11:15 - 11:30 | | | | | |
| 11:30 - 11:45 | | | | | |
| 11:45 - 12:00 | | | | | |
| 12:00 - 12:15 | | | | | |
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| 6:00 - 6:15 | | | | | |

| CATEGORIES | CURRICULUM | INDIVIDUAL PLANNING | RESPONSIVE SERVICES | SYSTEM SUPPORT | NON-COUNSELING ACTIVITIES |
|---|---|---|---|---|---|
| 6:15 - 6:30 | | | | | |
| 6:30 -6:45 | | | | | |
| 6:45 - 7:00 | | | | | |
| 7:00 - 7:15 | | | | | |
| 7:15 - 7:30 | | | | | |
| 7:30 - 7:45 | | | | | |
| 7:45 - 8:00 | | | | | |
| 8:00 - 8:15 | | | | | |
| 8:15 - 8:30 | | | | | |
| 8:30 - 8:45 | | | | | |
| 8:45 - 9:00 | | | | | |
| DAILY BLOCKS: | | | | | |
| Grand Total (Total Blocks): | | | | | |
| Daily Percentage: | | | | | |

# TIME AND TASK ANALYSIS LOG
## 30 MINUTE INTERVALS

| CATEGORIES<br><br>EXAMPLES OF ACTIVITIES | CURRICULUM<br><br>CLASSROOM ACTIVITIES, GROUP ACTIVITIES, CURRICULUM DEVELOPMENT | INDIVIDUAL PLANNING<br><br>INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION | RESPONSIVE SERVICES<br><br>CONSULTATION, PERSONAL COUNSELING, SMALL GROUPS INDIVIDUAL COUNSELING CRISIS COUNSELING REFERRAL | SYSTEM SUPPORT<br><br>RESEARCH, STAFF/ COMMUNITY DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION | NON-COUNSELING ACTIVITIES<br><br>BUS DUTY, LUNCHROOM DUTY BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S |
|---|---|---|---|---|---|
| 7:00 - 7:30 | | | | | |
| 7:30 - 8:00 | | | | | |
| 8:00 - 8:30 | | | | | |
| 8:30 - 9:00 | | | | | |
| 9:00 - 9:30 | | | | | |
| 9:30 - 10:00 | | | | | |
| 10:00 - 10:30 | | | | | |
| 10:30 - 11:00 | | | | | |
| 11:00 - 11:30 | | | | | |
| 11:30 - 12:00 | | | | | |
| 12:00 - 12:30 | | | | | |
| 12:30 - 1:00 | | | | | |
| 1:00 - 1:30 | | | | | |
| 1:30 - 2:00 | | | | | |
| 2:00 - 2:30 | | | | | |
| 2:30 - 3:00 | | | | | |

| CATEGORIES | CURRICULUM | INDIVIDUAL PLANNING | RESPONSIVE SERVICES | SYSTEM SUPPORT | NON-COUNSELING ACTIVITIES |
|---|---|---|---|---|---|
| 3:00 - 3:30 | | | | | |
| 3:30 - 4:00 | | | | | |
| 4:00 - 4:30 | | | | | |
| 4:30 - 5:00 | | | | | |
| 5:00 - 5:30 | | | | | |
| 5:30 - 6:00 | | | | | |
| 6:00 - 6:30 | | | | | |
| 6:30 -7:00 | | | | | |
| 7:00 - 7:30 | | | | | |
| 7:30 - 8:00 | | | | | |
| 8:00 - 8:30 | | | | | |
| 8:30 - 9:00 | | | | | |
| DAILY BLOCKS: | | | | | |
| Grand Total (Total Blocks): | | | | | |
| Daily Percentage: | | | | | |

# 199__ - 19__ CALENDAR

For _____ At _____

| | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE | JULY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CURRICULUM | | | | | | | | | | | | |
| INDIVIDUAL PLANNING | | | | | | | | | | | | |
| RESPONSIVE SERVICES | | | | | | | | | | | | |
| SYSTEM SUPPORT | | | | | | | | | | | | |

# Master Calendar

Month_____ Year_____

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|
| | 1 | 2<br>ASVAB | 3<br>TESTING GRADES 11-12<br>PERIODS 1,2,3,4 | 4 | 5<br>CHEMICAL ABUSE<br>PERIODS 2,3 | 6 |
| 7 | 8 | 9 | 10 | 11<br>CAREER UNIT<br>PERIODS 3-6 | 12 | 13 |
| 14 | 15<br>CAREER UNIT<br>PERIODS 1-3 | 16<br>PERIODS 1,2,3,5 | 17<br>CHEMICAL ABUSE<br>PERIODS 1,3,5,6 | 18<br>PERIODS 2,5,6,7 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| | | | | | | |

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